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AN IDENTIFICATION AND DESCRIPTION OF SOCIO-PSYCHOLOGICAL FORCES OPERATING IN CURRICULUM DEVELOPMENT EFFORTS: A SECONDARY ANALYSIS

The Ohio State University

Ph.D. 1981

University Microfilms International 300 N. Zeeb Road, Ann Arbor, MI 48106
DEDICATION

I pray that my educational efforts will be marked with the integrity, wisdom, sensitivity and humility that is so very inspirational in you...Kelly Duncan.
I am very grateful to the professors in the department who shared their knowledge and skills; and who provided the conditions for me to develop personally and professionally.

For my mother, whose character, example and spirit has had profound influence on me in all areas of my life, I am thankful. For my father, whose encouragement has served to spur me on through some of the most difficult times during the dissertation experience, I am thankful.

For the support, kindness, love, and warmth of the Stickles who have been my family while I have been away from my own, I am very grateful.

A special note of thanks is due to Mary LaBelle whose time and talent in typing contributed greatly to the success of this endeavor.

For my friends, this ending of a long and difficult endeavor begins a new period in our lives and relatings. I look forward to our future and the opportunities to return the love and support I have been so fortunate to receive.
VITA

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CHAPTER I
INTRODUCTION

This is a study about curriculum development. It is a study which began by acknowledging the complexities of curriculum development and which sought to systematically capture some of these complexities, array, describe, and discuss them.

Curriculum development may be thought of as a means in education for bringing about change, and hopefully, improvement in educational experiences. Indeed, Foshay (1970) defines curriculum development as "a set of actions intended to bring about improvement" (p. 152).

Curriculum development is undertaken by human beings. As Frymier (1970) asserts, "Curriculum development is a people problem, because people are so intimately and so extensively involved" (p. 6). Taba (1962) underscores the centrality of the person in the curriculum development process when she says, "Change in the curriculum involves human and emotional factors...perceptions about roles, purposes, and motivation" (p. 456). Heubner (1975), in a discussion of curriculum development, employs the concept of "praxis" used to mean "action with reflection." This action,
according to Huebner, is guided, shaped and directed by the goals, purposes, and objectives of the individuals involved. Heubner sees these goals, purposes and objectives as terms "that indicate the orientation of activity to the future" (p. 238).

These scholars are drawing attention to the necessity of acknowledging and including in our attempts to examine and better understand the curriculum development process, the forces within individuals, e.g., the individuals' perceptions of their roles; the individuals' purposes and the individuals' motivations.

Other scholars have drawn attention to the necessity of including the forces between individuals that arise out of the social interaction of persons, as well as the forces within individuals. In a recent paper, Duncan (1980) has described the course of curriculum development as "a form of social interaction which must certainly be affected by the motivations and drives of individuals involved and by the forces of authority, power, and influence that are used to exert social control in the setting" (p. 4).

Zaltman et al. (1977) in their work on educational change have examined forces which emanate from and/or affect people involved in change. Examples of forces arising out of the social interaction of people are: power, in-group identification, and group solidarity.
Objective of the Study

Of primary interest to educational scholars and practitioners is educational change and improvement. In the context of this interest, a primary concern of this research endeavor was to seek a better understanding of how change actually takes place.

Curriculum development is undertaken by human beings. Human beings are complex creatures who are affected by forces within and among themselves. Acknowledging the highly complex endeavor of curriculum development, the major purpose of this study was to analyze the curriculum development process with a view toward discovering the nature of the forces operating; how these forces arise in curriculum development efforts; and, how these forces impact upon curriculum development endeavors.

The specific objective of this study was to generate a grounded substantive theory from available data on curriculum development efforts.

Significance of the Study

This study represents a significant effort to systematically identify and portray the complex properties and characteristics of the forces operating in curriculum development endeavors. The information generated from this study should aid other researchers' endeavors by providing a basis from which to develop hypotheses; or, by providing the basis for a framework for observation of ongoing curriculum development
efforts. Practitioners should find the information meaningful and illuminative of the many forces operating in their efforts to develop curriculum. Another contribution of the study may lie in the particular process of coding and analyzing data that was devised for this research effort. The constant comparative method of analysis does not specify a process for the joint collection, coding, and analysis of data, except in the most general sense. Therefore, processes that have been created and explicated may be of help to others who use the method in their future work.

Prior to stating the general questions which guided this study, the theoretical background which gave rise to the researcher’s initial perspective is discussed.

Theoretical Underpinnings of the Study

The initial perspective of the investigator was formed from some of the basic concepts drawn from neo-phenomenology and social/psychology. A discussion of these concepts will perhaps provide a picture of the original perspective which was used to examine curriculum development events.

The emphasis in the neo-phenomenological tradition is on individual "construct systems" (perceptions, attitudes, values, understandings) as a fundamental force underlying a person's behavior other than his most routine and habitual actions. A construct system refers to a person's knowledge and view of the world. In brief, this view posits that:

1) knowledge of reality is constructed by each person;
2) it is not represented in any simple way as an aggregation of learned "facts"; 3) it is not restricted to information input received by the organism; and, 4) it is continually open to reinterpretation of meaning (Bussis, 1976).

Many psychologists have created terms to indicate a person's internal perspective, e.g., "life-space", "assumptive world", or "belief system." Neo-phenomenologists use the phrase "personal construct system" because it suggests an image of man as activist, as constructing something. As Bannister and Francella (1971) point out, "what a person does, he does to some purpose and he not only behaves but he intends something by his behavior" (p. 46).

For purposes of this study the neo-phenomenological notion of "personal construct systems," which includes such things as perceptions, attitudes, understandings, and values, served as part of the basic and broad definition of forces operating within individuals as they engage in curriculum development efforts.

Drawing from the social-psychological tradition, and more specifically from the theory of action, the point of reference is the action of an individual actor or collectivity of actors. This theory is not directed at actors as physiological organisms or to physiological processes internal to the organism, but rather to the organization of the actors' orientation to a situation.
The theory of action is concerned with personalities and social systems. It is concerned with characterizing these systems both in terms of the motivational properties of the individual actor as well as the properties of social interaction of two or more individuals or collective actors. The theory of action conceives of behavior as: 1) oriented to the attainment of ends or goals or anticipated states of affairs; 2) taking place in a situation; 3) normatively regulated; and, 4) involving the expenditure of energy, effort, or motivation (Parsons and Shils, 1951, pp. 53).

For the purposes of this study, forces operating between individuals, were basically and broadly defined as forces arising in the relationships of individuals organized around the problems inherent in or accruing from the social interaction of a plurality of individual actors. Forces between individuals, then, are roughly synonymous with the properties of the system of interaction.

Examples of the forces operating between individuals include the forces of authority, power, and influence. These are examples of the kinds of forces operating in the relations between and among individuals in social settings, affecting the behavior, motives, attitudes and expectations of the persons involved.

Selected A Priori Dimensions of Curriculum Development Endeavors

The following delineation and discussion of selected a priori dimensions of curriculum development efforts is being
included for the following purposes: 1) to provide the reader with background information on some of the concepts which contributed to the initial perspective of the investigator; 2) to provide illustrations of possible dimensions within which the initial data was to be analyzed; and 3) to provide the basis from which the general guiding questions of this study were raised.

In generating grounded substantive theory, which requires the emergence of categories from the data, a posture of "at first literally ignoring the literature of theory and fact on the area under study" (Glaser and Strauss, 1967, p. 3) had to be assumed. However, as Glaser and Strauss point out, "the researcher does not approach reality as a tabula rasa. He must have a perspective that will help him see relevant data and abstract significant categories from his scrutiny of the data" (p. 3).

The initial perspective of the researcher was partially shaped by the following concepts: open hierarchical systems, intraindividual forces, interindividual forces, and adaptive behavior.

People engaged in curriculum endeavors are likely to be working within some sort of social hierarchic system.

Simon (1962), uses a tree-like structure to portray hierarchic systems with nodes or units at successive levels connected by lines which indicate relationships of some definable kind. These lines of relationships can represent
many different meanings from the narrow concept of authority and control that is built into the hierarchic systems of the military, to the nature of the branching out of the evolution of species.

Koestler (1978), uses the term 'holon' to refer to particular elements in a hierarchical system (i.e., nodes of the tree). He writes,

The term holon may be applied to any stable subwhole in an organismic, cognitive, or social hierarchy which displays rule-governed behavior and/or structural Gestalt constancy (p. 37).

Further,

Every holon has the dual tendency to preserve and assert its individuality as a quasi-autonomous whole; and to function as an integrated part of an existing or evolving larger whole. This polarity between the self-assertive and integrative tendencies is inherent in the concept of hierarchic systems (p. 305).

Prior to engaging in the analysis, the investigator assumed that the nature of the relationships between and among persons involved in curriculum development efforts, as well as the nature of the individuals themselves, would have a bearing on both what and how given curricular states of affair came to be. Curriculum development efforts are likely to be shaped and guided by the characteristics of the persons involved. Borrowing from Allport (1955), such characteristics are "broad intentional dispositions, future-oriented" (p. 92). They are the individuals' primary modes of addressing himself to the future. The investigator also assumed, at that point in time, that the intentions (purposes,
meanings) of the individuals involved would have a bearing on what and how given curricular states of affair come to be. These intentions or purposes or meanings will, undoubtedly, contribute to choices made and actions taken, both of which are likely to have a bearing on what and how given curricular states of affair come to be. These "intentions" or "intentional characteristics" were conceived of as forces operating within individuals.

Curriculum development efforts are also likely to be affected by forces arising in the interaction between people. Examples of such forces are authority, power, and influence. Emerson (1962) asserts that "such concepts as authority, power, and influence or their equivalents must be employed in any adequate treatment of social interaction wherever it may take place" (p. 32).

In an extensive discussion of authority and power, Wolfe (1959) defines authority as,

the ability (legitimate right) of One person or group to make decisions which guide the behavior of another Person in a given behavioral region at a given time where both parties perceive this is One's right (p. 102).

This concept of authority is very nearly the same as French and Raven's (1959) concept of legitimate power, "that power which stems from internalized values in P which dictate that O has a legitimate right to influence P and that P has an obligation to accept this influence" (p. 159).

Both the definition of authority by Wolfe and the definition of legitimate power by French and Raven are
roughly synonymous with Duncan's (1979) definition of the authority relationship:

An authority relationship is an interpersonal relationship in which one person is given the right to make decisions which affect another person's activity (p. 12).

Two aspects which need to be stressed are: 1) that the authority relationship pertains to the making of decisions which have interpersonal implications; and 2) that the authority relationship involves perceptions of legitimacy.

The term decision is taken to mean a process whereby a person considers a set of alternative courses of action in a given situation and selects one of them as the course of action to be followed.

In the exercise of authority, O selects a course of action which P is to follow and communicates this to P. P's behavior is determined by a decision made by O. Both P and O perceive that O has a legitimate right to do so, and that P has an obligation to comply.

P holds in abeyance his own critical faculties for choosing between alternatives and uses the formal criterion of the receipt of a command or signal as his basis for choice (Wolfe, 1959, p. 102).

The term legitimate is often used to characterize the authority relationship:

The right to make particular decisions is recognized as a legal right. It may be that it is part of a written legal code. But it may be unwritten.... The right to make decisions which affect other people derives from common and statutory laws and such extra legal realities as cultural and institutional norms (Duncan, 1979, p. 13).
Although there are undoubtedly many different bases or types of power, French and Raven (1971) describe five types which seem especially common and important. These are: reward power, coercive power, expert power, legitimate power, and referent power. Reward power is defined as "power the basis of which is the ability to reward" (p. 525). Reward power, then, is based upon P's perception that O has the ability to mediate rewards for him. Coercive power "is based upon P's perceptions that O has the ability to mediate punishment for him" (p. 525). And expert power "is based on the perception that O has some special knowledge or expertise" (p. 525).

In a discussion of the power relationship, Duncan (1979) defines the relationships as follows:

A power relationship is an inter-personal relationship in which one person has the capability of satisfying or not satisfying the needs of another person and, as a result, is capable of affecting the other person's activities (p. 15).

Power in this sense is not a right granted to individuals by others. It is, rather, a capability individuals have to affect the welfare of others.

Influence can perhaps be best understood as a special instance or type of power—that type being referent power. "The referent power of O/P has as its basis the identification of P with O" (French and Raven, 1971, p. 530). Identification refers to a feeling of oneness of P with O, or the desire for such an identity:
If O is a person toward whom P is highly attracted, P will have a desire to become closely associated with O. If O is an attractive group, P will have a feeling of membership or a desire to join. If P is already closely associated with O, he will want to maintain this relationship. P's identification with O can be established or maintained if P behaves, believes and perceives as O does. Accordingly, O has the ability to influence P, even though P may be unaware of this referent power (French and Raven, 1971, p. 530).

The basic criterion for distinguishing influence or referent power, from both reward and coercive power, is the mediation of the punishment and the reward by O. According to French and Raven (1971):

To the extent that O mediates the sanctions (i.e., has the means of control over P), we are dealing with coercive and reward power; but to the extent that P avoids discomfort or gains satisfaction by conformity based on identification, regardless of O's responses, we are dealing with referent power (p. 530).

Similarly, in a discussion of the influence relationship, Duncan (1979) defines this relationship as follows:

An influence relationship is an inter-personal relationship which is devoid of reward power or coercive power and/or authority, and in which the actions of one person affect the actions of another (p. 20).

The foregoing discussion of authority, power and influence has been an attempt to elaborate on a few examples of social forces which were believed to be operating in the relations between and among individuals in social settings. The selection of these forces is meant only as illustrations of the types of forces which were believed to be operating in curriculum development endeavors. Examples of other attributes of social organization which may be found in the
interaction between people are: collegiality, conformity to norms, and in-group identification.

The foregoing delineation and discussion of selected a priori dimensions of curriculum development efforts was intended: 1) to provide the reader with background information of some of the concepts which contributed to the original perspective of the investigator; 2) to provide illustrations of possible dimensions within which the initial data was to be analyzed; and, 3) to provide the basis from which the general guiding questions of this study were raised.

**General Questions Guiding the Investigation**

The major purpose of this study was to analyze the curriculum development process with a view toward discovering the nature of the forces operating within and between individuals involved; how these forces arise in the curriculum development process; and, the impact of these forces upon the curriculum development process. The specific objective of this study was to generate a grounded, substantive theory of the curriculum development process and the forces operating therein.

The following questions served as the guide and the framework within which the investigation was conducted.

- What seem to be the major describable forces operating in individuals' actions and
interactions when engaged in curriculum development efforts?

- How do these forces arise in and/or present themselves in the context of curriculum development efforts?

- What seems to be the impact of these forces on curricular states of affairs?

These guiding questions subsume a set of questions with which the data was approached. These subquestions included the following queries.

- What are the various perspectives of the individuals involved as to the end toward which curriculum development efforts should strive? Or, what are the various purposes expressed by individuals for engaging in curriculum development efforts?

- What are the various perspectives of the individuals involved as to how curriculum development efforts should proceed? What are the choices made and actions taken during curriculum development efforts?

- What are the major problems encountered by individuals engaged in curriculum development efforts?

- What are the antecedent conditions giving rise to the problems? What are the transactions
engaged in attempts to solve the problems?
What are the consequences of those transactions?

**Methodology**

The research strategy used in this investigation was the constant comparative method of analysis as developed by Glaser and Strauss. The constant comparative method of analysis involved jointly, the collection, coding, and analysis of qualitative studies of curriculum development efforts.

Initial decisions for the theoretical sampling of data sources were based upon the problem under investigation, i.e., the curriculum development process and the forces operating in the curriculum development process. Through an on-line search, supplemented by a manual ERIC search, further supplemented by an examination of bibliographies, some one-hundred and twenty-three (123) bibliographic citations were identified. The following criteria were applied to these studies in order to select the initial data sources examined. Initial studies would be reports of curriculum development efforts which: 1) took place within the last ten (10) years; 2) focused on efforts occurring at the local level; and, 3) were reported in case-study fashion including thick description and rich detail of events.
Through a preliminary reading of the abstracts of the studies identified and an application of the stated criteria for selection, the studies were narrowed down to thirty-five. These thirty-five studies were obtained, read, and screened on the basis of their applicability to the problem and the degree to which they fit the criteria for selection. This screening reduced the number of studies to eight. Through suggestions from committee members of other potential sources, the number was increased to twelve.

The constant comparative method of analysis was applied to these twelve studies. Briefly, this involved recording incidents; coding incidents into as many categories as possible, comparing incidents applicable to each category; integrating categories and their properties and characteristics; delimiting the theory; and, writing the theory.

A fuller description of the procedures of the constant comparative method of analysis, especially as these procedures were applied to this study, is provided in Chapter III.

**Definitions of Key Terms**

The following stipulative definitions are intentionally loosely and broadly defined.

**Curriculum Development** - any set of actions or efforts intended to bring about improved educational experiences and so designated as 'curriculum development' by those persons involved in the endeavor.
Forces - any phenomenon such as strengths, energies, attributes, properties, characteristics or drives which seem to impel people to action or generate effects on the actions of others.

Forces within individuals - any forces emanating from within individuals which tend to guide and shape choices made and actions taken. Roughly synonymous with the neo-phenomenological notion of construct systems, i.e., the purposes, meaning, attitudes, motivations, and expectations of individuals. Also roughly synonymous with Allport's notion of 'characteristics' - intentional dispositions-future oriented.

Forces between individuals - attributes of social organization found in the interaction between people affecting the behavior or actions as well as the perceptions, motives, attitudes and expectations of individuals involved.

**Boundaries of the Study**

This study was limited to an examination of some of the socio-psychological forces operating in curriculum development processes. No attempt was being made to examine the many other potential forces that could impact upon curriculum development efforts, i.e.; economic forces, political forces, and technological forces.
In an attempt to distinguish curriculum development events from all other extant phenomena and events, the events examined were bounded by the following conditions.

Problems or matters of concern included were those inherent in or accruing from the life of a curriculum development endeavor. That is, the incidents, decisions, actions, purposes, understandings, feelings and attitudes included in the examination were those occurring when people were acting or interacting primarily upon curriculum development matters. For the purpose of this study, curriculum development is being defined as: any set of actions or efforts intended to bring about improved educational experiences and so designated as 'curriculum development' by those persons involved in the endeavor.

The actors included were those persons who were directly involved in a curriculum development endeavor. Those persons who were indirectly involved were included if their actions, purposes, understanding, etc. appeared to have some direct impact upon a curriculum development endeavor.

Similarly, events or incidents occurring prior to a curriculum development endeavor, the foci of which were not centered upon a curriculum development endeavor, were not included unless those incidents or ramifications of those incidents recurred during the life of a curriculum development endeavor and impacted upon the process.

It should also be made clear that the identification and description of forces operating in curriculum development
endeavors was based upon, and, to some extent, limited by the following:

1) The perceptions of other researchers as they have attempted to document and describe curriculum development endeavors. Some of these reports were based upon an emic perspective; that is, researchers attempted to look at the curriculum development process from the inside through participation in the process itself. Other reports were based on an etic perspective; that is, researchers looked at the curriculum development process from the outside through such methods as observation and interviewing and some reports contained both perspectives.

2) The perceptions of those individuals actually involved in curriculum development endeavors as they have attempted to capture and portray their experiences. These materials reflected an emic perspective of curriculum development experiences.

3) The perceptions of this researcher as she read the accounts of other researchers and participants involved in curriculum development endeavors.
Summary

I have introduced the present study with pertinent background information, and have stated the study's specific objective. Theoretical underpinnings of the study as well as selected a priori dimensions of curriculum development efforts were discussed. Questions guiding the analysis were delineated, terms were defined, boundaries of the study were explicated and limitations were identified.
CHAPTER TWO
SELECTED REVIEW OF RELATED LITERATURE

This review of the literature is an attempt to join selected aspects of change literature with selected aspects of the literature on curriculum development. No attempt is made to present an exhaustive portrayal of the topic of change or curriculum development, but rather to highlight various aspects of the topic of change as they appear relevant to the context of curriculum development.

This review includes a portrayal of: models of change and models of curriculum development; change strategies and curriculum development strategies; people in the process of change and people in the process of curriculum development; research studies of change and research studies of curriculum development. This chapter concludes with brief sketches of the curriculum development studies used as data sources for this study.

Change Models and Curriculum Development Models

Change models have been variously categorized by different authors. Following is a discussion of models of change appropriate to education.

Zaltman (1977) views change models as falling into four categories: Internal versus external change models,
models covering both internal and external change, and individual oriented models. Internal and external change models are distinguished by the origin of change; change as originating within organizations or individuals and change as originating in the social conditions or environment. External models are also categorized as environmental change models. And internal models are also categorized as organizational models. Two examples of external or environmental change models are Levin's Polity Model and Stiles and Robinson's Political Process Models.

The central thesis of Levin's model is that educational change reflects changes in the organized society or polity. He asserts that educational institutions cannot move ahead of the polity in their attempts to affect the social, political or economic system's basic tenets.

In Levin's model, the polity directly influences the goals set by educational institutions and the financial resources available to achieve them. The selection of non-financial resources, such as personnel and the process whereby resources are mobilized are also influenced by the polity.

Stiles and Robinson's Political Process model reflects the presence of external forces for internal change. The basic five steps in this model are:

1. Development - Marshalling of forces having unmet needs and articulating complaints and proposals.
2. Diffusion – dissemination of the complaints and remedial proposals through public protest and criticism.

3. Legitimating – recognition of the need for change among policy makers and resource allocators.

4. Adoption – acceptance by professional educators of their responsibility for carrying out change.

5. Adaptation – actual implementation of change (p. 55)

Internal or organizational models are concerned primarily with group process and phenomena of change. These models focus on the formal organization as well as the informal processes operating within the formal structure of the group. Two examples of these models are the Zaltman, Duncan and Holbeck Model and the Survey Feedback/Problem Solving/Collective Decision (SF-PS-CD) Model.

The Zaltman, Duncan and Holbeck model focuses on the effects of the internal environment on the change process. This model features two basic change stages, initiation and implementation, each containing several substages. These stages and substages are depicted below:

1. Initiation
   A. Knowledge – Awareness
   B. Attitude Formation
   C. Decision
2. Implementation

A. Initial Implementation

B. Continued-sustained Implementation (p. 57)

The authors recognize that any change effort will probably not follow this exact pattern. They would hold that, rather than the process being linear, it is in reality, more circular. Zaltman et al. describe five organizational characteristics which may affect initiation and implementation. These are: complexity, formalization, centralization, interpersonal relations, and strategies for dealing with conflict.

Complexity refers to the number of occupational specialties in an organization, the member's sense of professionalism, and differentiated task structures. Formalization refers to the relative emphasis an organization places on following specific guidelines, rules and procedures in the execution of job functions. Centralization refers to the laws of decision-making power within an organization. Interpersonal relations refers to group cohesiveness and communication. And conflict refers to the ability to deal with conflict.

The Survey Feedback/Problem Solving/Collective Decision (SF-PD-CD) model represents a problem solving perspective for organizational change. Its five stages are described below:

1. Evaluation - the identification of problems as perceived by members of the organization.

2. Internal Diffusion - the communication of suggested change to members of a system who may be affected.
3. Legitimation - proposed action plan is presented to traditional authority for approval, modification or rejection.

4. Adoption - the acceptance of the final change proposed by members of a group.

5. Implementation - final proposal is translated into practice (pp. 60-61).

Authoritative/Participative models depict change in terms of the extent to which decisions are made by authority figures. Rogers and Schumaker provide a description of an authoritative approach to education change, the "authority innovative decision;" and, a participative approach to educational change, the "collective innovative decision."

The "authority innovative decision" stresses the importance of the superior-subordinate relationship. There are two stages to this approach: decision making and implementation. Decision making involves: knowledge of a need for change; persuasion regarding intended changes; and decisions regarding acceptance or rejection of change. Implementation involves: communication of the decision to adoption units within the organization; and, action by adopting unit to implement or reject the change. Innovative decisions are made for and not by the adopting units.

The "collective innovative decision" is a participative approach to change. It focuses attention on the following processes: 1) the process of persons becoming aware that a
need exists for a certain innovation within a social system; 2) the process by which the innovation receives increased attention by members of the social system and is further adapted to the needs of the social system; 3) the process during which the new idea is approved by those who informally represent the social system in its norms and values; 4) the process of establishing consensus to accept or reject the idea; and 5) the process of putting the new idea into effect or preventing the new idea from being put into effect.

Individual-oriented models focus on the individual adopter or decision-maker. The individual-oriented models essentially describe the cognitive processes that persons undergo whether decisions are made in isolation, in a group, or in an organizational context. The paradigms for individual change models have many similarities. In general they include the following stages: 1) awareness, perception or problem recognition by the individuals; 2) knowledge or information about various change possibilities and their attributes; 3) persuasion; 4) attitude formation; 5) legitimation; 6) trial stage; and 7) an adoption or rejection decision.

Zaltman also describes other change models which do not fall into his categories of internal, external, combined internal and external, and individual oriented models. Examples of these are Research, Development, and Diffusion.
(RD&D) Models and the Lippitt, Watson and Westley Problem Solving Model.

The RD&D models emphasize the perspective of the originator of an innovation. An illustration of this model is that of Clark and Guba. Their model posits four sequential stages. These are: research, development, diffusion and adoption. The adoption stage includes three substages involving trial, installation and institutionalization.

In the Lippitt, Watson and Westley Problem Solving model, the process centers around an external change agent working closely with the members of a client system. This model is built upon Levin's three stage process of unfreezing, moving and freezing. The Lippitt et al. model is intended to address, as targets of change, formal and informal groups as well as individuals. The following phases are included in this model:
1) development of a need for change; 2) establishment of a change relationship; 3) clarification or diagnosis of the client system's problems; 4) examination of alternative routes and goals and establishment of goals and intentions of actors; 5) transformation of intentions into actual change efforts; 6) stabilization; and 7) termination of the change relationship.

Maguire (1970) identifies a similar model by Gallaher, who presents two change models the foci of which are the roles of the change agent. These are the pragmatic and utopic models. The pragmatic model prescribes a role mainly concerned with
creating a climate conducive to acceptance. The utopic model presents the change agent's role as one of manipulation; doing things to and planning for people rather than with them.

Maguire also identifies models of change which focus on the persons involved, the social systems involved, and the flow of social action. An example of this is Gephart's emphasis in the study of the educational change process on: actor variables, action variables, and the interaction between actor-action variables. Another example is Meier's model of social change which focuses on the inter-relationships of: 1) an image of a more desirable future; 2) a course of action that enables this image to be achieved; and 3) hierarchical ordering and structuring.

Another type of change model identified by Maguire is the "knowledge utilization model for educational change." This model focuses on joining scientific knowledge with knowledge of the educational setting. The processes in this model include: 1) identifying a concern; 2) diagnosing the situation; 3) formulating action alternatives; 4) testing selected alternatives; and 5) adopting and diffusing good alternatives. The knowledge utilization model is viewed as a system with a flow structure, an administrative structure, a process with motivational aspects, interpersonal and group membership issues and technical issues.

The various viewpoints concerning the nature of change and the change process are evident in the many prescriptive
and descriptive models of change identified in the literature. In like vein, scholars concerned with curriculum development identify and describe models of curriculum development which reflect varying viewpoints concerning the nature of curriculum development and the curriculum development process.

Macdonald (1975) identifies three models of curriculum development. These models, he believes, stem from degrees of cognitive interest in control, consensus and emancipation. Macdonald proposes that these fundamental human interests explain most of the variation in approaches to curriculum development. The three types of curriculum development models he identifies are: 1) the linear-expert model; 2) the circular consensus model; and 3) the dialogical model.

The linear-expert model, according to Macdonald, stems primarily from an interest in control. National curriculum projects fit this model. In general, the projects are initiated by subject matter specialists who prepare materials to be tried out in the schools. Users then feedback their reactions to the experts who revise the materials according to the feedback. Materials are then piloted and revised for broad distribution.

The central features of this model are expert domination of the process, controlled and monitored with specific goals in mind, and experts making initial and final decisions.

The circular consensus model can be likened to what is often called the "grass roots" approach to curriculum
development. The central feature of this model is to engage local staffs of schools in the clarification and specification of various aspects of the curriculum. Experts sometimes serve in providing assistance.

This model relies primarily upon group process and is based upon the belief that unless teachers are involved in the process of curriculum development, the curriculum will be less than meaningful. Consensus is an important outcome in this model. The involvement of teachers, staff and community members is essential.

In the dialogical model, the curriculum emerges out of a dialogical process. Staff members identify student leaders and through discussion try to find ways to match available cultural resources with the needs and interests of the students. Macdonald cites as examples of this process some core curricular topics and interdisciplinary activities.

Unruh (1975) summarizes three models of the curriculum development process as identified and described by James O'Hanlon. O'Hanlon labels these models as the management, systematic, and open-access curriculum development models.

In the management model, a school administrator or an administrative team is at the top of a hierarchy of authority, designed to increase the consistency of decision-making. Though the administrator or the administrative team has the final decision-making authority, there is recognition of the necessity to include principals and teachers in the development process in order for decisions to be implemented effectively.
In this model, goals are stated in terms of what the schools will do for the students. Evidence of accomplishment is obtained through comparing students' standardized test scores with national norms, follow-up studies of the achievements of graduates, and comparing the school's program with designated exemplary programs.

Curriculum guides and scope and sequence charts are prepared indicating to teachers what and how they are to teach. In-service programs are developed to support the curriculum plan, and materials consistent with the curriculum are purchased.

The open access model of curriculum development is based upon a commitment to humanistic values. Decisions are made on the basis of their consistency with humanistic values. It is believed that this consistency will be achieved if the decision-making process is based upon open inquiry.

Open inquiry means that persons involved in or concerned about the curriculum are free to participate in the process. Information about the curriculum and about decisions is made available to all parties concerned and decisions are open for reconsideration at any time. Leadership is decentralized with decisions being made by those persons most closely involved. Through a self-monitoring system, the curriculum is examined to determine the significance and meaningfulness of the learning experience.
McNeil (1977) describes the following types of curriculum development models: the needs assessment model, the futurist model, the rational model, the training model, and the disjointed incrementalism model.

The Needs Assessment model centers around the process of defining educational needs and deciding what their priorities are. The steps in the needs assessment model involve:

1. Formulating a set of tentative goal statements—these statements are collected from curriculum guides, text books, evaluation studies, research studies, minority or sub-cultural groups, and the immediate community.

2. Assigning priority to goal areas—this consists of accumulating preference data usually from parents, staff, students and community members.

3. Determining the acceptability of learner performance in each of the preferred goal areas.

4. Translating goals into plans.

The futurist model is based upon a growing realization that the world of the future is going to be very different from the present and therefore that the greatest need is to prepare citizens for the future.

The futurist model involves the following techniques and phases:
1. The multidisciplinary seminar—Educators, political scientists, psychologists, economists and others from various fields meet to discuss possible future events that would affect curriculum development. Papers are prepared examining research frontiers in the various fields and literature on educational innovations and educational goals is presented.

2. Judgment of projected trends—Anticipated changes are ordered according to their importance to society and their probability of occurring; difficulty of bringing about particular changes; period of time needed for bringing about these changes; and, possible social effects are considered.

3. Educational acceptance for creating the future—School persons suggest how they think schools should respond, objectives are formed to support the "desired" future and the present curriculum is examined for those things which would not support this future.

4. Scenario writing—Descriptions are written about what learners will be like if the decision in stage 3 is implemented in schools. Another description is provided indicating necessary related changes in institutional arrangements, changes in subject matter, learning activities and methods.
The rational planning model involves deriving educational aims from values, educational objectives from educational aims and learning activities from educational objectives. Three sources are referred to in making curricular decisions: studies of learners, studies of society and community life, and opinions of subject matter specialists.

The training model has essentially two functions: one is to reveal manpower or occupational needs which educational institutions should serve. The other is to determine the specific competencies which should be taught in order to prepare learners for designated occupations. Manpower reports and advisory councils are used to determine occupational needs. And job descriptions and task analysis are used to determine the objectives for training programs.

Disjointed incrementalism is referred to by McNeil as a non-model, in that decisions about what will be taught are arrived at through a political process rather than a systematic process.

Advocates of a particular kind of curriculum try to justify the ends they already have in mind. For example, advocates of great works and fundamental skills appeal to tradition; advocates of cognitive skills appeal to educational and psychological research, etc. School persons who must decide among competing interests and preferences tend to use informal and subjective methods of decision-making.
Change Strategies and Strategies for Curricular Change

Zaltman et al. (1977) in a review of the change literature find that most change strategies fall into three basic types: power, manipulative and rational approaches.

Power strategies are based upon control of rewards and punishments, deprivation and restrictions which are meaningful to individuals or groups who are important actors in the change process. Such factors as satisfaction, comfort, prestige, are made contingent upon appropriate change behavior. The exercise of power may involve positive reward for change behavior or negative outcomes for inappropriate behavior. The influencing or change agent has some control over something wanted or needed—either because he can give it, withhold it, or take it away.

Manipulative strategies are based upon some measure of control over the change environment. They involve manipulating aspects of the environment so that targets of change come to see the situation differently or as favorable to the change effort. Manipulative activities are concerned with rearranging, biasing, adding to or subtracting from the environment. Change planners' influence depends more on the necessary skills to do this—rather than on the control over rewards and punishments.

Rational or reason strategies are based upon the nature of the change itself—the extent to which it appears to the
user that change is in his own best interest. The change planner provides justification for change. Rational strategies emphasize activities that involve communication about the nature of change and why it is justified. Such activities include pre-service and in-service training, knowledge production and information dissemination and demonstrations. Zaltman describes classifications by other investigators which, though stated differently, tend to follow along the same lines.

Guba, for example, proposes a typology of change strategies based upon appeals made to the potential change target. This typology includes: value strategies, rational strategies, didactic strategies, psychological strategies, economic strategies, political strategies, and authority strategies.

A value strategy uses appeals to values as they relate to the substance of change. A rational strategy involves presenting evidence and logical argument in favor of change. A didactic strategy focuses on imparting the skills and knowledge needed for the change. A psychological strategy manipulates the potential change target's need for acceptance and involvement. An economic strategy is based on control of resources. A political strategy involves influence through conflict and compromise. And an authority strategy involves influencing subordinates.

Chin poses a typology which distinguishes among empirical-rational, normative-re-educative, and power-coercive strategies.
Empirical-rational strategies rely on the ability of the change agent to demonstrate the desirability of change and on the assumption that people are guided by reason and will do what is desirable. Normative re-educative strategies induce change through changes in normative orientations to the environment. Changes in patterns of action are not simply changes in the rational or informational elements of men, but also in habits and values at the socio-cultural level. Power-coercive strategies involve the use of political, economic and moral sanctions. The change process is basically one of compliance by those with less power with the plans and directions of those with more power.

The strategies for curricular change identified in the literature are closely akin to strategies for change in general. Kimball Wiles (1965) identifies two basic strategies for curricular change. These he labels the pragmatic approach to change and the strategy of directed change. The pragmatic approach is based upon the belief that the best educational programs would be produced by the development of modifications in the curriculum by individual teachers, faculties of a given building or by the staff of a system. The directed change approach is one in which certain persons, often outside of education, make an assumption that they know what change is desirable and then use the best strategy they can devise to bring about the desired change.
Wiles describes the basic assumptions about the strategy of change upon which these two approaches are based. In the pragmatic approach some of these assumptions are the following:

1. Change in the curriculum is effected most efficiently at the local school building level.

2. Change in the curriculum occurs as people change through their participation in decision-making related to the curriculum.

3. Change in the curriculum is produced through in-service education which develops new teacher perceptions and skills.

4. Change in the curriculum is effected by in-service education of the principal which produces a change in his work style.

5. Change in curriculum is effected by supplying teachers with new materials for instructions.

6. Change in the curriculum is effected by providing workshop opportunities for key teachers in a building who then become resource persons and leaders for other teachers (p. 4).

The advocates of directed change strategies make the following assumptions according to Wiles:

1. Some persons in government, universities, public schools or somewhere must decide on the desired
goals and plan innovations designed to promote these goals.

2. Basic research, program design and field testing should be done by outside sources.

3. Major instructional innovations should be introduced by the administration because they can marshall the necessary authority and precipitate the decisions necessary for adoption.

4. The prepackaged instructional system can be introduced despite original opposition or apathy on the part of teachers.

5. Knowledge of the innovator's identity is a major variable in the acceptance of a particular innovation.

6. The key to successful innovation is providing assistance to teachers as they begin to implement the adopted program.

7. The most persuasive experience that can be provided to convince staffs of the value of an innovation is to make provisions for them to visit a successful new program and see it in action.

8. The process of curriculum change contains three steps—innovation, diffusion and integration.

9. Changes in social systems are much more difficult than changes in individuals or groups (pp. 7-8).
Lippitt (1965) identifies and describes four types of strategies for curriculum change. These are: 1) retrieving expert knowledge, 2) locating and documenting and validating significant innovations, 3) collaborative research and development within the system, and 4) experimental feasibility testing.

Retrieving expert knowledge in a curriculum development endeavor entails retrieval needs of the following kinds: retrieval of current scientific knowledge and theories and concepts; retrieval of current frontiers in knowledge about learning and the learning process; current knowledge about the client population; current expertise in teaching methodology and communication materials.

Locating, documenting and validating significant innovations involves identifying promising practices already in existence in schools; an assessment team which rates these practices in terms of relevance to learners, universality (cutting across age levels and social classes), ease of adoption, etc.; intensive interviews and observations to get at types of failures, traps, skills required and other needed descriptive material about a practice.

Collaborative research and development starts with collaborative diagnosis of a problem situation or a need for change. Consultation is employed in the interpretation of the diagnosis, the search for designs derived from the diagnosis, and attempts to implement and get feedback about the innovation.
In the experimental feasibility test, strategy members of a group brainstorm possible innovations on the basis of their own theorizing about the educational process; an innovative approach to learning is tried out in several classrooms by members of the group; students observe and provide feedback in the form of value judgments and descriptive statements; in-service training is provided out of which materials are developed for training other teachers, regular conferences are held to discuss what is happening and to provide support.

Unruh (1975), building on the work of Chin and Benne, renamed the terms empirical-rational, normative-re-educative and coercive using the terms enlightenment, re-educative and coercive to describe strategies for planned change in curriculum development.

Enlightenment strategies assume that people will follow rational interests once these are revealed to them. The process entails:

1. A person or a group which proposes a change that is desirable and in line with the interests of those who will be affected by the change.
2. Building knowledge, diffusing results of research, using experts as consultants and clarifying definitions.
3. Selecting or replacing personnel to fit the desired change.
Re-educative strategies focus on releasing and fostering growth in the persons who make up the system to be changed. This strategy possesses the following characteristics:

1. belief that persons are capable of self-respect and respect for each other in their responses, choices and actions;
2. focus on improving the problem-solving capabilities of a group;
3. commitment to the re-education of the participants as well as to effecting change in a system;
4. emphasis on norms of openness in communication, trust between persons, lowering of status barriers between parts of the system and mutual responsibilities for planning change;
5. emphasis on the inter-relationship of research, training and action in the solution of problems.

Coercive strategies depend largely on the influence of one person or group on another. Examples of coercive power affecting curriculum development are: federal appropriations influencing the decisions of local school officials concerning various emphases in the school curriculum; judicial decisions supporting civil rights; legislative rulings regarding graduation requirements and other administrative rulings on courses and programs to be offered.

McNeil (1977) contrasts the strategies employed in curricular change within the context of the R&D and Integrative
Developmental models of the change process. The R&D model utilizes a top-to-bottom procedure and the Integrative Developmental model starts with the teacher and moves outward.

The R&D model utilizes the following strategies:

1. an innovative package of materials is developed in a university, regional laboratory or other institution
2. the product is disseminated to a wide population
3. consumers are made aware of the potential benefits of the product
4. the innovator together with school leaders monitors and assists with problems that arise during initial installation (p. 121-122).

The strategy in the integrative developmental model is characterized by the following:

1. establish a nonthreatening climate for producing change
2. deal with the immediate concerns of the teacher
3. study the causes of designated difficulties
4. combine teachers' analysis of the problem with existing theories
5. translate the general ideas into practice (pp. 122-123).

People in the Process of Change and People in the Process of Curriculum Development

Another way of looking at the topic of change is to look at the people involved. Some authors have looked at the
people involved in terms of their characteristics. Others have examined how people should be involved. And still others have looked at forces, both facilitating and hindering forces, which emanate from or affect the people in the process of change.

Maguire (1970) cites the work of Rogers who examined the characteristics of innovators of change. Rogers characterizes innovators as: generally young; possessing relatively high social status in terms of education, prestige ratings and income; valuing cosmopolite information, exerting opinion leadership; and likely to be viewed as deviants both by themselves and by peers.

Rogers also describes a continuum of innovativeness in terms of adopter categories. These he labels: 1) innovators—who are venturesome and willing to accept risk; 2) early adopters—who are respected and looked upon by others in the social system as models; 3) early majority—who are deliberate and willing to consider innovations only after peers have accepted them; 4) late adopters—who are skeptical and only willing to adopt innovations after overwhelming pressure from peers occurs; and 5) laggards—who are tradition-bound and oriented to the past (p. 125).

Maguire (1970) cites the work of Havelock who has examined people in the change process in terms of linking roles and who has developed the following typology:
1. Conveyor—one who takes knowledge from expert sources and passes it on to non-expert users
2. Consultant—one who is a facilitator, helper and specialist in how to diagnose needs, identify resources and retrieve resources
3. Leader—one who creates effective linkage through power or influence within the receiver's own group
4. Innovator—the first person(s) to take up the new idea
5. Defender—one who protects the client against innovations
6. Knowledge Builder—one who has a dual orientation focusing on scientific soundness and practical utility
7. Practitioner—one who serves his clients by importing elements from the collective cultural bank
8. User—one who takes initiative on his own behalf to seek out scientific knowledge and derive useful learnings from them (p. 25).

There is disagreement among those who have examined the roles of administrators and teachers in the change process. Maguire (1970) cites the following findings from those who have examined these roles.

Gallaher argues that, although it is next to impossible for an administrator to avoid any concern with change, he cannot serve adequately as an advocate of change. Horvat
feels that there are two possible roles for the school administrator to assume in causing change to occur. The passive role, whereby an administrator administers the school more or less as usual; shows fairly high interest in change; and, does not spend a great deal of his time actually practicing change agency. Or the active role, whereby an administrator attempts to be an active leader in bringing about change. Horvat concludes that the passive change agent role is the one most administrators can assume.

Just as the role of the administrator is debated, so is the role of the teacher. Brickell states that changes in structural arrangements of schools depend almost exclusively on administrative initiative and that teachers are not change agents of innovations of major scope. Sieber feels that teachers serve as bureaucratic functionaries who are opposed to innovation. Gottlieb found that teachers do not perceive themselves as persons who can or should make decisions about educational innovations and depend upon administrative initiative in matters of change. Gross, Giaquinta and Bernstein question the premise of teacher resistance to change. Others feel that teachers can and should play a major role in promoting educational change.

Zaltman et al. (1977) have examined forces, both facilitating and hindering forces, which emanate from or affect people involved in change. Zaltman describes the following as potential forces facilitating change: upward adjustment
of expectations; the addition of new faculty and staff who have different and perhaps higher expectations; in-service training to improve the skills and knowledge base of present teachers and administrators; the development of new technologies; changes in power relationships; general shifts in prevailing public values and attitudes toward what is being taught in schools; demands made by students, parents and public authorities; shifting demographic patterns; changes in the source of fiscal resources; dissatisfaction because of lack of influence or power; and underuse of capabilities.

Zaltman et al. describe forces which hinder change under the following categories: cultural barriers, social barriers, organizational barriers, and psychological barriers. Cultural barriers include such forces as values, beliefs and ethnocentrism. Social barriers include such forces as: group solidarity or in-group identification; conformity to norms; conflict and factionalism; and group insight or members' imperfect awareness of their own interpersonal processes. Organizational barriers are those rooted in the hierarchy and social structure of a school organization and include such barriers as: organizational rigidity; centralization of authority; inadequate communication within school systems; lack of communication among schools within a district; and the absence of a pervasive philosophy of change. Psychological barriers to change include: selective perception and retention; lack of clarity about the innovation itself;
lack of clarity about the behaviors required by a change; insecurity; homeostasis; and conformity and commitment.

**People in the Process of Curriculum Development**

Similar to those who have examined people in the process of change, some authors have examined people in the process of curriculum development.

In looking at the role of curriculum developer as a change agent, Unruh (1975) suggests that McGregor's Theory X and Theory Y, explanations of relationships among people in an organization, would be a useful analytical tool for the curriculum worker, as change agent, to estimate his approach to planning for change.

Unruh, along with McGregor, rejects Theory X which assumes that: 1) the average human being has an inherent dislike of work and will avoid it if he can; 2) because of this, most people must be coerced, controlled, directed, and threatened with punishment to get them to put forth adequate effort to achieve organizational objectives; and 3) the average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition and wants security.

Theory Y, which both McGregor and Unruh advocate, rests on the assumptions that: 1) the expenditure of physical and mental effort in work is as natural to human beings as play or rest, and the average person does not inherently dislike work; 2) people will exercise self-direction and self-control
in the service of objectives to which they are committed; 
3) under proper conditions, the average human being learns 
not only to accept but to seek responsibility; 4) the capa-
city to exercise a relatively high degree of imagination, 
ingenuity and creativity in the solution of organizational 
problems is widely, not narrowly, distributed in the popula-
tion; and 5) the intellectual potential of the average human 
being is only partially used.

Ronald Lippitt (1965) looks at the "how" question of 
people involved in change in relating planned change to cur-
ricular change and emphasizes the complex nature of the pro-
cesses of change. Lippitt holds that individuals and groups 
must be helped to see their particular involvement and respon-
sibility, to collaborate in action research that discovers 
common interests among conflicting interest, and to draw 
from among the best available knowledge those things related 
to the mutual goals, the social forces and other factors 
bearing on the situation and the likely consequences of 
actions.

Unruh (1975) in a discussion of planned curricular change, 
emphasizes the need for cooperation and communication among 
the various parties involved. In drawing attention to the 
special concern of communication among all persons involved, 
Unruh quotes Margaret Mead, who finds that:
The purest guarantee of change and growth is the inclusion of living persons in every stage of an activity. Their lives, their experience, and their continuing response—even their resistances—infuse with life any plan which, if living participants are excluded, lies on the drawing board and loses its reality (p. 188).

Unruh continues this discussion by pointing out that planned change in curriculum development envisions an ideal state of some sort which serves to motivate, guide and direct present actions.

At the basis of the planned change effort is a set of core values. These values emphasize man as a proactive, growth seeking, inquiring, confronting person. The value system features an influence process that is transactional in nature, meaning that it must be reciprocal, regardless of status differences, if decisions are to be owned by all parties involved. Unruh quotes Foshay, who asserts that:

Curriculum development has to provide within itself a large number of options for those who take part in it. It has to be tentative, it has to be interactive, it has to play to individual strength and to be cooperative (p. 231).

In a further discussion, Unruh examines some of the problems of cooperative efforts for involvement in curriculum development. These problems are summarized below:

1. Most persons have little or no past experience in cooperative decision-making about curriculum development.

2. Students, teachers, lay citizens and even administrators are accustomed to top-down decisions concerning curriculum.
3. There is a reluctance on the part of the general public to put in the time needed for serious decision-making.

4. Communication problems arise—especially information about time and place of meetings, the agenda, status of decision and processes frequently appear to be missing.

5. There is unequal access to resources, e.g., supervisors and principals have secretaries—teachers and students do not.

6. Some adults do not believe that a student should have a share of the power to make decisions that affect others.

7. Teachers are frequently victimized by ways in which schools are currently organized and operated. They are unable to deviate from rigid curriculum-related specifications developed at the top for an entire school.

Jacobson (1972) discusses the social-control force of power both from the perspective of the powerholder and from the perspective of the recipient of power attempts. His work, based upon a review of social science research, includes an examination of the nature of the force of power as it arises in and impacts upon the social interaction of people. Power is examined in terms of the motivation of powerholders, the mode of exercising power, the effects of the exercise of power; the effect of the power recipients perception on
attempts to exercise power; types of power exercised and the likely affects of the exercise of particular types of power; the role of values, goals, and attitudes in the acceptance or rejection of power attempts.

Research Studies on Change and Curriculum Development

Most research on educational change stems from what is sometimes referred to as the adoption perspective. This perspective focuses on questions of adoption and dissemination, and tends to ignore the issue of implementation or institutional and personal adaptation of an innovation strategy.

Maguire (1970), in a review of research studies of change, points out that "the adoption mode of conceptualizing change has by far received the most attention in research studies." He cites the work of Rogers who has summarized over 500 publications, many of them research studies, which deal with this mode of conceptualization (p. 30).

In contrast to this perspective, Maguire cites the work of Gross, Giaquinta and Bernstein who, viewing change as a process, undertook a study which focused on the process of implementing an innovation in a school. They found that failure to implement the innovation effectively was attributable to deficiencies in the strategies used by school administrators to promote implementation of an innovation.

A few others have attempted to look at the local process of change, believing that the problem of change is more a
function of the people and organizations involved than a problem of technology. Two such studies are the Rand Corporation Studies of Federal Programs Supporting Educational Change (1973) and Inside a Curriculum Development Project (Shipman, 1974), a case study in curriculum change.

The Rand Corporation, under the sponsorship of the U.S. Office of Education, conducted a two-year study of federally funded programs designed to introduce and spread innovative practices in public schools.

Research was directed toward understanding the implementation of innovative projects within school districts. The focus of this research marked a shift away from measuring adoption, compliance or the degree to which a project fulfilled its stated "goals." Instead they asked what changes actually occur as a result of the introduction of a new project; how and why they occur; and what significance these changes hold for the operation of an organization.

At the most general level, the change study concluded that:

...implementation, rather than educational treatment, level of resources or type of federal funding strategy, dominates the innovative process and its outcomes (Laughlin, 1976, p. 340).

Specifically, the change agent study concluded that:

...successful implementation is characterized by a process of mutual adaptation between the user and the institutional setting (Laughlin, 1976, p. 341).
Where implementation was successful and where significant change in participant attitudes, skills and behavior occurred, implementation was characterized by a process of mutual adaptation. Mutual adaptation was described as:

...a process in which the goals and methods were modified to suit the needs and interests of participants and in which participants change to meet the requirements of the project (Laughlin, 1976, p. 341).

The investigators found this to be true even for highly technological, initially well-specified projects. "Unless adaptations were made in the original plans, implementation tended to be superficial or symbolic, and significant change in participants did not occur (Laughlin, 1976, p. 341).

The activities found to be critical to mutual adaptation were: local materials development, staff training and adaptive planning meetings.

Inside a Curriculum Development Project (1974) is a case study in curricular change. It is a description of the way one School Council project was established and implemented. And it is an investigation of the impact of the project on the trial schools; and of the impact of the trial schools on the project.

Key statements from various stages of the project are provided below. In providing a description of the very beginning of the project, Shipman describes the context for curriculum change at the local level as,
consisting of diverse groups each pressing what seemed to those involved to be reasonable and legitimate views. The Keele project could only be launched after these interests had been contacted, consulted and reconciled. Even after launching, the need to reconcile contrasting interests delayed getting the project under full steam. The effort involved less time to determine objectives and procedures in advance. The end product was determined in the field, in contact with the schools—not on the drawing board. Early documents were full of curriculum theory and principles. But in the end, it was what worked that survived (p. 2).

Commenting on the continual change from the project's original intent and guidelines as they appeared in the proposal, Shipman says,

Across the three years of the project, this original proposal was to become increasingly remote from the actual work that was done. This is not a criticism of the original drafters, but more of a commentary on the process of innovation in education (p. 7).

The Keele project was guided by an advisory committee drawn from Keele, the local colleges of education, the local education authorities, and the teachers. The major forces contributing to the continual change of the project were:
1) the diverse interests that had to be reconciled; 2) the differing definitions of "integrated studies;" and 3) the individual determinations of the outcomes, which Shipman refers to as "the personal element in curriculum development."

Below are examples of the varying views and differing definitions of the project as expressed by the various groups involved. The project's central team defined the project as
"a cooperative exercise in exploring the problems and possibilities of integration in the humanities" (Shipman, 1974, p. 44).

Teachers viewed the project as "an instrument to develop tailor-made courses to support humanities teaching" (Shipman, 1974, p. 45).

Local authority advisors saw the project as "a lever to produce changes in various schools in directions determined by the advisory staff" (Shipman, 1974, p. 48).

It is misleading to think that there is a clear definition of a curriculum project from the start. ...the definition of the project came as problems of design; introduction into schools, implementation, and diffusion were met and overcome. Definitions...changed as the project developed. In all cases, there was first a definition and then a modification. In every case, definition and modification were achieved through interaction with other groups. Curriculum change does not proceed through a clear cycle from a statement of objectives to an evaluation of the learning strategies. It is a process of bargaining, negotiation and horse-trading (p. 43).

In contrast to the hundreds of studies which examine change or curriculum development from an adoption perspective, that is, where curriculum is treated as a technological product introduced in a school setting and examined as though it remains unchanged as it is engaged in by participants, the Rand Corporation studies and Inside a Curriculum Development Project examine change from an implementation perspective. That is, where curriculum is examined as events, the realities of which are a function of the people and the situations surrounding those events.
This review of the literature has been an attempt to highlight major aspects of the literature on change and corresponding aspects of the literature on curriculum development.

It includes a description of: models of change and curriculum development; change strategies and curriculum development strategies; people in the process of change and people in the process of curriculum development; and research studies of change and curriculum development.

Thumbnail Sketch of the Curriculum Development Efforts Selected as the Data Sample

The Arts Education Project: a development project sponsored by the U.S. Office of Education (OE) from 1970 to 1972 concerned primarily with increasing the curricular emphasis in the visual and performing arts and infusing the arts into all subject areas.

The locations of the project were the U.S. Office of Education (OE) and a small number of U.S. school systems. The data examined for this study from the Arts Education Project were from Stormy Heights Elementary School and can be found in: Larry J. Reynolds, Problems of Implementing Organizational Change: A Case Study.

The Afro-American Elementary Curriculum Project: a development effort sponsored by the Centerville School District Board of Education and the Centerville University from 1972 to 1973. This project was concerned primarily
with the joint development and introduction of an Afro-American curriculum into the James Weldon Johnson school.

The locations of the project were Centerville University-Afro-American Institute and James Weldon Johnson Elementary school.

The Humanities Curriculum Project: a development project sponsored by the Schools' Council and the Nuffield Foundation from 1967 to 1972 as part of the Council's program in preparation for the raising of the minimum school leaving age in England from 15 years to 16 years in 1972. This program was concerned primarily with the discussion by adolescent pupils of controversial social and moral issues.

The locations of the project were Phillip Fawcett College, London; The Center for Applied Research in Education (CARE), University of East Anglia; and, thirty-six schools from twenty-nine local education authorities in England and Wales. The data examined for this study were from the Rosehill and Canon-Roberts schools. The data from the Humanities Curriculum Project can be found in Barry MacDonald, The Experience of Innovation; Barry MacDonald and Rob Walker, Changing the Curriculum and Jean Ruddock, "Decision Points in the Humanities Curriculum Project."

The Experimental Schools Project: a development project sponsored by the National Institute of Education (NIE) from 1970 to 1977. The project was concerned primarily with developing and implementing locally generated plans for comprehensive educational improvement. Comprehensive change
was to include: a fresh approach to the nature and substance of the total curriculum; reorganization and training of staff; innovative use of time, space, and facilities; active community involvement; and, an administrative and organizational structure supportive of the project and of local needs.

The locations of the project were the ES Office in Washington, D.C. and eighteen local school districts throughout the country. The two school districts focused on in this study were Butte-Angels Camp and Arcadia. The data examined for this study can be found in Heriott and Gross, *The Dynamics of Planned Educational Change*.

**Career Education Projects:** a development project sponsored by the U.S. Office of Education which funds career education projects in school districts endorsed by their State Education Agencies. The first round of projects ran from 1970 to 1973. The focus was primarily on developing new ways to create a bridge between school and earning a living for young people and on promoting cooperation between public education and manpower agencies.

Three case-studies of three school districts, Tip County, Coaltown, and Midville, served as the data examined for this study. These case studies can be found in Anthony H. Pascal, *Federal Programs Supporting Educational Change, Volume III, the Process of Change*.

**Right-to-Read Reading Project:** a development project sponsored by the U.S. Office of Education (OE) that funds
innovative reading projects in schools which have been nominated by their district offices. For the purposes of this study the data examined from the Right-to-Read Project were data from the Adamston school district, which was involved from 1970 to 1974. The primary concern was on further developing and implementing a skill-based reading and reading readiness program.

The locations of the project were OE and Adamston school district. The data examined can be found in John G. Wert, Federal Programs Supporting Educational Change, Volume III, The Process of Change.

**Keele Integrated Studies Project**: a development project sponsored by The Schools' Council (England) from 1969 to 1971. The primary concern was to further develop work already occurring in integrated studies at the grass-roots level and out of that experience to develop curriculum materials that would be of use to other schools.

The locations of the project were The Schools' Council, Keele University and thirty-eight schools from throughout England. The data examined for this study from the Keele Integrated Studies Project can be found in M.D. Shipman, Inside a Curriculum Development Project and M.D. Shipman, "Contrasting Views of a Curriculum Development Project."

**The SPECS Project**: a development project sponsored by the National Institute of Education (NIE) from 1969 to 1976. A primary concern was for bridging the gap between curriculum
planning and instruction on the one hand; and, teacher evaluation practices on the other. SPECS, as this project came to be called, is a variant form of a Planning, Programming, Budgeting System (PPBS); and stands for School Planning, Evaluation, and Communication System.

The locations of the project were the Center for Advanced Study of Educational Administration (CASEA) and South Lane, a local school district. The data from the SPECS project examined for this study can be found in Harry E. Wolcott, Teachers vs. Technocrats: An Educational Innovation in Anthropological Perspective. (See Table 1 for a summary of the case studies examined.)
CHAPTER III
METHODOLOGY

As stated in Chapter I, the purpose of this study was to analyze the curriculum development process using qualitative studies of curriculum development projects with a view toward discovering the nature of the forces operating therein; how these forces arise in curriculum development efforts; and, how these forces impact upon curriculum development endeavors. Selected aspects of the literature on change and curriculum development were reviewed in Chapter II.

The purpose of Chapter III is to describe how the research was conducted, how the data analysis was carried out, and the manner in which the findings are presented in Chapter IV.

Design of the Study

The particular kind of research engaged in here can be described as comparative, secondary data analysis. A major concern in this research endeavor was to increase understanding of the highly complex process of curriculum development and of the forces operating in curriculum development efforts. The major emphases were on the discovery of ideas and insights and the provision of sensitizing concepts.
The particular research strategy used in this investigation was the constant comparative method of analysis as developed by Glaser and Strauss. This method of analysis involved jointly, the collection, the coding, and the analysis of data as a basis for the generation of grounded, substantive theory. The constant comparative method of analysis places a high emphasis upon "theory as process," "theory as an ever developing entity," not as a "perfected product" but rather as a "momentary product" (Glaser and Strauss, 1967, p. 32). Thus, when the theory is presented in print it is not intended to be the final word but merely a pause in the process of theory development.

**Procedures of the Constant Comparative Method**

In general, the constant comparative method is concerned with generating and plausibly suggesting many properties and characteristics about a general phenomenon, e.g., the nature of forces operating in the curriculum development process. These properties may be causes, consequences, dimensions, types, or processes. No attempt is made to discover the universality or proof of properties and characteristics. Thus, the constant comparative method does not require consideration of all available data, nor are the data restricted to one kind of clearly defined case. This method of analysis may be applied within the same study to any kind of qualitative information including: observations, interviews, documents, articles, books, etc.
The constant comparative method is briefly described in the following four stages: 1) comparing incidents applicable to each category; 2) integrating categories and their properties; 3) delimiting the theory; and, 4) writing the theory (Glaser and Strauss, 1967, p. 105).

A fuller description of the procedures and rules applied in the constant comparative method follows.

1. Comparing incidents applicable to each category. The analyst starts by coding each incident in his data in as many categories as possible. The primary rule to be followed is:

   While coding an incident for a category, compare it with the previous incidents coded in the same category (Glaser and Strauss, 1967, p. 106).

   This constant comparison of incidents begins the generation of theoretical properties of categories.

   One starts thinking in terms of the full range of types of continua of the category, its dimensions, the conditions under which it is pronounced or minimized, its major consequences, the relation of the category to other categories, and other properties of the category (Glaser and Strauss, 1967, p. 106).

   In trying to determine the alternate ways in which incidents can be coded and compared, a second rule is to be observed. Stop coding and record a memo (Glaser and Strauss, 1967, p. 107). The discussions presented in the memos provide the content behind the categories, which later become the major themes of the theory.
2. Integrating categories and their properties. This begins with a comparison of incident with incident and grows to a comparison of incident with properties of the category that resulted from the initial comparison of incidents.

The theory develops as different categories and their properties tend to become integrated through constant comparisons which force the analyst to make some related theoretical senses of each comparison (Glaser and Strauss, 1967, p.104).

3. Delimiting the theory. The theory becomes delimited as major modifications, in comparing the next incidents of a category to its properties, become fewer. Delimiting also begins to occur through the process of reduction. Reduction entails arriving at

...a higher level, smaller set of concepts based on discovering underlying uniformities in the original set of categories or their properties... (Glaser and Strauss, 1967, p.110).

Delimiting the theory results in a delimiting of the original list of categories for coding. As the theory begins to take shape, the original list of categories is modified according to the boundaries of the theory. Another factor which delimits the categories is that of category theoretical saturation.

After one has coded incidents for the same category a number of times, it becomes a quick operation to see whether or not the next applicable incident points to a new aspect of the category (Glaser and Strauss, 1967, p.111).

4. Writing the theory.

In writing the theory, the analyst begins by summarizing and collating the memos. These become the major themes of the theory. The coded data
are used to: "validate a suggested point," "pin-point data behind an hypothesis," and, "provide illustrations" (Glaser and Strauss, 1967, p. 113).

Type of Theory Generated

There are two types of theory which can be generated from the constant comparative method. These are substantive theory and formal theory. Substantive theory is arrived at by a comparative analysis between or among groups within the same substantive area. In this study, the substantive area was the curriculum development process; and, the forces operating in that context or situation. Formal theory, on the other hand, is arrived at through comparisons of different substantive cases which fall within a formal area without relating them to any one substantive area. For example, the focus would have been on generating a theory of the forces operating in various contexts of social interaction; rather than on forces operating in the single substantive area of curriculum development. Substantive and formal theory are distinguishable by levels of generality.

There are also two different ways in which the theory can be presented. These are discusional theory and propositional theory. Discusional theory focuses on the delineation and description of the many properties and characteristics of the categories. Propositional theory focuses on writing formal propositions about the categories.

The discusional form of formulating theory, which was that form selected for this study, "gives a feeling of
'ever developing' to the theory and allows it to become quite rich, and dense, and makes it fit and relevance easy to comprehend" (Glaser and Strauss, 1967, p. 32).

Theoretical Sampling of Data

Initial decisions for the theoretical sampling of the data were based upon the general problem under investigation; that being the curriculum development process and the forces operating in the curriculum development process. This, then, was a selective collection of data done in order to discover categories and their characteristics.

The initial and primary data analyzed were qualitative research studies of curriculum development projects. Through an off-line search 123 bibliographic citations were identified. This off-line search was supplemented by a manual ERIC search, further supplemented by examinations of bibliographies.

The following criteria were then applied to the studies in order to select the initial data sources to be examined. The initial studies would be reports of curriculum development endeavors which:

1. took place within the last ten years;
2. focused on efforts occurring at the local level; and,
3. were reported in case-study fashion including thick description and rich detail of events.

Through a preliminary reading of the abstracts of the studies identified and an application of the stated criteria
for selection, the sources were narrowed down to thirty-five curriculum development studies. These thirty-five studies were gathered, read, and screened on the basis of their applicability to the problem and the degree to which they fit the criteria for selection. This screening reduced the number of initial studies of curriculum development situations to eight.

In conducting library research, the researcher should, according to Strauss (1967), "as usual, begin a systematic search for important categories relevant to his area of substantive concern" (p. 164). In answer to how the researcher should proceed, Strauss emphasizes that the researcher should use "any materials bearing on his area that he can discover" (emphasis in original, p. 162).

Glaser and Strauss (1967), further point out that, No one kind of data on a category nor technique for data collection is necessarily appropriate. Different kinds of data give the analyst different views or vantage points from which to understand a category and develop its properties. These different views we have called slices of data.... There are no limits to the techniques of data collection, the way they are used, or the types of data acquired (p. 65).

The original data base of eight studies increased to twelve through the suggestions of committee members. These twelve case studies were explicitly and systematically coded as described in the following section. In addition to these twelve case studies, two caches of materials were discovered in references in journal articles, which were used primarily
to check for category saturation. One of these sources, "The Head Teacher as Innovator: A Study of an English School District," was comprised of nine very brief case studies which were implicitly coded for potential additional properties and characteristics of categories already established. The second source, "Curriculum Decision-Making in Alberta: A Janus Look," was comprised of a set of proceedings from a curriculum conference sponsored by the Alberta Department of Education Teachers' Association. These proceedings were implicitly coded for any potential additional properties and characteristics of categories already established. In addition to these sources, the remaining Right-to-Read and Career Education case studies were examined; again, for the purpose of category saturation.

Coding Incidents

In this study the procedure for selection and coding of categories as presented by Becker and Greer and as recommended by Glaser and Strauss was followed (Human Organization Research, 1960). Briefly, this procedure differs from usual coding operations in that its objective is not to put items into mutually exclusive categories for counting but rather "to make sure that all relevant data can be brought to bear on a point" (Becker and Greer, 1960, p. 281).

The following guidelines were kept in mind while coding.

a) the coding should be inclusive. Any incident should be coded under a category if there is initial reason to believe that it might be considered relevant. Many incidents will, therefore, be coded under several categories, for they may be relevant to all of them.
b) The coding should be by incident. This entails either the complete verbal expressions of attitudes or complete acts by an individual or group.

c) The coding should be full. This means the incident should be summarized in all its relevant detail: ideas expressed, actions taken, people present, setting, etc. (Becker and Greer, 1960, p. 281).

Three types of worksheets were designed to facilitate the process of coding and analyzing. One type of worksheet was designed for the recording of incidents and the generation of low level categories (see Appendix A). This worksheet included a full record of an incident; who was expressing the thought; about whom the thought was being expressed; the page number from which the incident was being recorded; and, the low level category the incident seemed to generate. All the worksheets with recorded incidents for a given study were bound together into a notebook. A total of 1,270 incidents were recorded.

A second type of worksheet was designed to facilitate the grouping of these low level categories under larger categories (see Appendix A). These worksheets included a listing of all of the low level categories generated for each study; the referent group or individual of each incident; the page number of the recorded incident; and, the larger categories under which the low level categories were subsumed.

A third type of worksheet was designed to facilitate the comparison of incidents with incidents in order to
begin to generate the properties and characteristics of categories (see Appendix A). These worksheets included: the category; the sub-topics of categories or low level categories subsumed under the category; the page number of recorded incidents behind the low level categories; memo-recording work space; and, properties and characteristics which were generated as a result of comparing incidents with incidents across studies.

This began to tease out the dimensions of given categories, the conditions under which given properties and characteristics are emphasized or minimized, the apparent causes of actions being taken and the seeming consequences of actions. It was during this process of comparing properties and characteristics across studies that some of the categories were subsumed again under a more general set of categories.

The memos were recorded on worksheets in order to keep track of the sense being made out of the data. These thoughts about relationships, underlying uniformities, dimensions of categories, etc. were recorded on worksheets when specific categories were being developed. A separate notebook of memos written about the theoretical formulations in general—during respites from analysis of specific incidents—was also maintained.

The results of this process of constant comparison contain the basic elements of grounded theory. These elements are
categories, properties and characteristics, and the general relationship between properties and characteristics and their respective categories.

The delineation and description of the core categories and their properties and characteristics that emerged through the analysis is presented in Chapters VI and VII. These are presented in the following fashion.

A brief introductory statement of the category and its properties and characteristics is made followed by a schematic delineation of the major categories and their properties and characteristics. This scheme is broken down and each category along with its major properties and characteristics is presented. The description of the category along with its major properties and characteristics is supported by illustrative incidents intended to illuminate the category and its properties and characteristics.

The manner in which the categories and categories' properties and characteristics are presented reflects the process by which they emerged. That is, the presentation

...alternates between abstract categories of situational features and types of generic strategies and descriptions of concrete things that people are doing that embody these abstract categories. Abstractions are continually 'touched down' by concrete instances, because in developing analysis, concrete instances have 'touched off' abstractions. In this sense, the concrete and the abstract coexist (Lofland, 1976,
It should also be noted that the categories developed are sensitizing categories as opposed to operationally defined categories. As such, these categories are overlapping rather than mutually exclusive. They represent intricately intertwining aspects of the curriculum development process and of the forces operating therein.

Herbert Blumer (1954), in comparing sensitizing concepts with definitive concepts provides the following description. Whereas, "definitive concepts provide prescriptions of what to see, the sensitizing concepts merely suggest directions along which to look." The concept sensitizes by "providing clues and suggestions." Blumer continues with,

...sensitizing concepts can be formulated and communicated through exposition which yields a meaningful picture, abetted by apt illustrations which enable one to grasp the reference in terms of one's own experience (p. 9).

It is in this spirit of yielding a meaningful picture and of attempting to increase our understanding of the curriculum development process that the categories are presented.

A second stage of the research was then conducted which sought to identify patterns of forces operating. The schematic diagrams, from the categories, depicting the forces operating within curriculum development situations were recorded on index cards.

The lense through which these situations and forces were now being looked at can best be described in question form.
The following question guided the sorting of cards: what patterns, if any, seem to exist in these diagrams of forces and situations? Several general statements emerged from this.

1. There appears to be certain identifiable forces operating within the curriculum development process. These forces include both psychological, or intraindividual forces; and, social-control or interindividual forces. These forces are delineated in Figure 1 below.

<table>
<thead>
<tr>
<th>Psychological Forces (Intraindividual)</th>
<th>Social-Control Forces (Interindividual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>Authority</td>
</tr>
<tr>
<td>Values</td>
<td>Power</td>
</tr>
<tr>
<td>Sentiment (positive and negative)</td>
<td>Influence</td>
</tr>
<tr>
<td>Beliefs</td>
<td>Norms</td>
</tr>
<tr>
<td>Perceptions</td>
<td></td>
</tr>
<tr>
<td>Priorities</td>
<td></td>
</tr>
<tr>
<td>Expectations</td>
<td></td>
</tr>
<tr>
<td>Needs</td>
<td></td>
</tr>
</tbody>
</table>

Figure 1

Forces Identified in Curriculum Efforts

2. These forces appear to arise in the curriculum development process in the following ways:
   a. forces appear to be engendered by situations
   b. forces appear to inhere within individuals
   c. forces appear to engender certain types of situations
   d. forces appear to engender other forces.
Forces were then looked at across categories leaving out particular situations, actions, or processes within which the forces operate. From this emerged the following general patterns of the interplay of forces.

- There are psychological forces operating within persons which seem to engender the exercise of social-control forces by those same persons.
- There are social control forces being exercised by persons which seem to engender psychological forces in other persons.
- There are psychological forces operating within persons which seem to engender other psychological forces in those same persons.
- There are social-control forces being exercised by persons which seem to engender the exercise of social-control forces in other persons.

These patterns of the interplay of forces seem to describe what might more accurately be called subpatterns of the interplay of forces. In the fourth sub-pattern of the interplay of forces, social-control forces engendering social-control forces, the exercise of social-control forces does not directly engender social-control forces in others. Instead, it appears that social-control forces engender psychological forces in others (3) which, in turn, engender social-control forces (1). The interplay of forces in any given situation is of a continuous, on-going nature. For example, psychological forces operating within one source may engender
the exercise of a social control force by that same source which, in turn, may engender the exercise of a social-control force by another source which, in turn operates in such a way as to engender a psychological force in the original sources. The following is an example of this more continuous interplay of forces.

Teachers in the Experimental Schools project had been led to think that their ideas and concerns would be considered in the development of the project plan. When, in the final planning stages, teachers found their ideas and concerns were not included, they felt they were being ignored and taken advantage of. This, coupled with disagreements over salary and compensation for work performed outside the school day led teachers to go on strike the first day of school. The response from the school board was a warning to teachers that if they did not go back to work, they would be fired and an entire new teaching staff would be recruited. This led to increased feelings of hostility on both sides. A mediator was hired to examine the facts and determine the conditions for a new two year contract. A decision was reached favoring the school board. Teachers were disappointed but accepted the terms and signed the contract. Feelings of distrust and fear of retribution were reported to be widespread.

In the above situation the pattern of forces operating is as follows: the negative sentiment of teachers engender the exercise of social-control forces by teachers, which in
turn, engendered a return exercise of social-control forces by the board. The exercise of social-control forces by both sources led to the increased negative sentiment of both sources. A final exercise of social-control forces by a third source engendered negative sentiment in teachers.

Homans, in his book entitled *The Human Group*, discusses the difficulty in determining the nature of the whole by looking at its parts and looking at the parts and their relation to each other to determine the whole. He quotes Mary Follet who speaks of a unity in social activity of parts to the total situation and the total situation to its constituent parts "which is not a static, finished thing, but an ongoing process." This unity is not merely "the interweaving of parts, but is the interweaving. Unity is always a process, not a product." Homans goes on to describe the difficulty in attempting to describe the unity of a situation, "...the unity whose parts taken separately slip out between our fingers like sand but in integration are as strong as steel." Alfred Whitehead describes this interconnectedness as leading to the difficulty of "having to say everything at once." Homans echoes this sentiment by expressing the "despair that comes when one cannot follow up immediately all the connections in an interconnected whole, when one cannot ride off in all directions" (Homans, 1950, pp. 8-9).

It was this same sense of frustration experienced in realizing that the dynamic, continuous nature of the interplay of forces within a single situation did not come through
in looking at forces across categories. This led to the decision to select yet another study, and, through the description of events, identify and interpret the forces that appeared to be operating. The Experimental Schools project in Shiloh County was used as the basis for this effort.

Manner of Presentation of the Results of the Analyses

The results of the analyses will be presented in four chapters. Chapter IV will present a description and interpretation of the patterns of the interplay of forces across categories. Chapter V will present a description and interpretation of forces operating within a single curriculum development endeavor. Chapter VI will present a description of two of the categories developed. These categories, Opportunities for Input and Establishing a Curriculum Development Identity, the categories' properties, and characteristics and illustrative incidents that gave rise to these categories are presented. Chapter VII will present the remaining two categories, Origin of a Curriculum Development Endeavor and Social Organization. Again, the categories, properties and characteristics, as well as the illustrative incidents which gave rise to the categories, are presented.

Interpretation of the Results of the Study

After the study was completed, the investigator returned to the theoretical literature and selected propositions and
principles from that literature which seemed to reflect that which emerged from the analyses and used these propositions and principles as an organizing framework within which to present a summary discussion. This summary discussion is presented in Chapter VIII.
CHAPTER IV
PATTERNS OF THE INTERPLAY OF FORCES OPERATING IN CURRICULUM DEVELOPMENT ENDEAVORS

Introduction

Acknowledging the highly complex endeavor of curriculum development, the major purpose of this study was to analyze the curriculum development process with a view toward discovering the nature of the forces operating; how these forces arise in curriculum development efforts; and, how these forces impact upon curriculum development efforts.

The review of the literature was an attempt to join selected aspects of change literature with selected aspects of the literature on curriculum development. Various aspects of the topic of change were highlighted as they appeared relevant to the context of curriculum development. The review included a portrayal of models of change and models of curriculum development; change strategies and curriculum development strategies; people in the process of change, and people in the process of curriculum development; and, research studies of change and research studies of curriculum development.

The purpose of Chapter III was to describe how the research was conducted and how the analysis was carried out.
Chapter IV will present patterns of the interplay of forces operating within curriculum development endeavors.

The Interplay of Forces Operating Within Curriculum Development Processes

The following statements describe the patterns of the interplay of forces operating in curriculum development endeavors.

1. Psychological forces operating in one source appear to engender the exercise of social-control forces by the same source;

2. Social-control forces exercised by one source appear to engender psychological forces in another source;

3. Psychological forces within one source appear to engender other psychological forces within the same source.

4. Social control forces exercised by one source appear to engender social control forces in other sources

Psychological forces operating in one source appear to engender the exercise of social-control forces by the same source (see examples in Figure 2 below).

Illustration

The project team in the Keele Integrated studies project solicited evaluative feedback from the teachers involved in the project. The teachers expressed concern over the possibility of evaluation of their work being made available to
<table>
<thead>
<tr>
<th>Psychological Force</th>
<th>Social-Control Force</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative Sentiment (Feeling of Vulnerability)</td>
<td>Influence</td>
</tr>
<tr>
<td>Negative Sentiment (Feeling of being ignored and taken advantage of)</td>
<td>Coercive Power</td>
</tr>
<tr>
<td>Priorities and Perceptions of others' priorities</td>
<td>Coercive Power</td>
</tr>
</tbody>
</table>

Note: The word "source" refers to both individual persons and to groups.

Figure 2

**Pattern of the Interplay of Forces**

local authority advisors. They queried the project team as to what was going to be evaluated, "the project or our teaching?" (Feelings of Vulnerability). The project teachers began to exclude project team members from their planning meetings and were reluctant to provide the information that the project team requested. This reluctance to supply the evaluative information led the project coordinators "themselves former teachers selected from the schools" to assume the role of chief source of feedback. It was reported that project coordinators "attempted to protect the teachers from excessive demands of evaluation by assuming the role of participant observers and chief sources of feedback" (Exercise Of Influence).
Interpretation

It appears in the above situation that a fear of the misuse of evaluation information and a general feeling of vulnerability gave rise to an attempt on the part of the teachers to induce a change in the situation. Through striking a sense of identification and protection in the project coordinators, the teachers were able to redirect the situation to be more in keeping with their desires.

Illustration

In the Arcadia Experimental Schools project (ES), it was reported that although teachers had the opportunity to participate in planning groups which focused on curricular areas of their own interest "few teachers were involved in the project decision-making communications between Arcadia and ES/Washington." These communications were "limited to the project leaders." It was reported further that "teachers felt that their ideas and suggestions were being ignored... that ES project activities would interrupt normal classroom activities...and that they would be assigned extra duties without additional compensation" (Feelings of Being Ignored and Taken Advantage Of).

When the plan was approved the teachers found that it did not contain some of the ideas most important to the teachers. This, coupled with disagreements over salary and compensation for work performed by school teachers outside of the regular day led teachers to go out on strike (Exercise of Coercive Power).
**Interpretation**

It appears in the above situation that feelings of being ignored and taken advantage of operating within teachers was a motivating force to induce a change in the situation. Through the withdrawal of their services in the classrooms and school, teachers attempted to redirect the situation to be more in line with their desires.

**Illustration**

In the Lindation Right-to-Read (R-2-R) project, the superintendent felt that the school district had "grown up like Topsy." As a result, he saw "big holes in the curriculum" and believed that to "cope with such problems" in the curriculum "the district needed to adopt behavioral objectives in each subject area." According to the original researcher, "the superintendent's highest priority is in bringing the systems approach to the school district" (Priorities). The superintendent's priorities and beliefs were in conflict with the project director who "was more interested in the whole reading experience of the child and was more interested in working with classroom teachers than in developing reading specialist skills." The project director preferred being concerned with the "totality of the reading experience as opposed to emphasizing basic skills" and "preferred helping teachers develop their own reading materials."
The superintendent "wanted much more effort on the reading system objective and began to pressure the project director to get busy in a reading system for the district" (Perception of Differing Priorities). It was further reported that "the superintendent seeing that little progress was being made toward developing a reading system" began to increase pressure on the project director." After an evaluation of the project director's performance, it was reported that the project director decided to resign (Coercive Power). The superintendent replaced the director with the former project evaluator "who was an enthusiast of the systems approach..."

Interpretation

It appears in the above situation that the superintendent's priorities and perceptions of the difference between his priorities and desires and those of the project director operated as a motivating force to induce a change in the situation. Through the superintendent's right, via his position, to judge the performance of the project director, he was able to paint a less than positive picture of the project director and, thus, encourage him to resign. This enabled the superintendent to redirect the course of curricular action to be more in keeping with his own priorities.

Social-control forces exercised by one-source, appear to engender psychological forces in another source (see examples in Figure 3 below).
In the Butte-Angels Camp ES project, it was reported that a conflict existed between a large majority of secondary school teachers and the superintendent and school board. They differed over issues concerning salary increase, ideas about program development and the extra work teachers felt the superintendent demanded of them. An impasse was reached over the issue of salary increase and an arbitration panel was set up to make a recommendation concerning the issue. The arbitration panel recommended that the teachers receive a small raise, but the school board rejected the panel's recommendation and granted no raise at all (Exercise of Authority and Power). The teachers believed that the superintendent had to share in the blame for that decision and because he was the prime mover behind the ES project, they objected to the project (Negative Sentiment).

**Interpretation**

In the above illustration the superintendent and school board exercised their authority in arriving at a decision to
not increase the teachers' salaries. The superintendent and the school board had the power because of their control over resources to satisfy the teachers' need for an increase in salary. When the superintendent and school board exercised their power in such a way as to not satisfy the needs of the teachers this engendered a negative attitude on the part of the teachers toward the superintendent and toward the ES project.

Illustration

In the SPECS project, teachers reported that they had been told by the superintendent that "if they didn't like it [the SPECS project], they should go elsewhere (Coercive Power). Teachers felt that they had been "strictly rail- raoded," that they had been "forced by the superintendent to go along with a popular trend in education that calls for accountability and dehumanizing activity" (Negative Sentiment).

Interpretation

The superintendent, through his control over teachers' jobs and the location of those jobs, was able, by the suggestion of removing teachers from their present schools and placing them elsewhere, to coerce the teachers into participating. This exercise of coercive power engendered negative sentiment in the teachers.
Illustration

The Arcadia ES local project leaders submitted their plan for their project to ES/Washington officials. ES/Washington responded to the plan with a formal critique of Arcadia's efforts stating that "the plan needed substantial reorganization" and they "requested that Arcadia rewrite the plan" (Exercise of Authority and Power). This was interpreted by Arcadia local project leaders as "prejudice against the capabilities of the rural school systems." Local project leaders believed that "further refinements were a waste of time." Further revisions "without accompanying suggestions disappointed the local leaders" and, "uncertainty about exactly what was required produced anxiety in the project leader who was to rewrite the plan" (Negative Sentiments). A second version of the plan, however, was written and submitted to ES/Washington officials.

Interpretation

In the above illustration, ES/Washington officials exercised their authority in arriving at a decision to reject the Arcadia plan as submitted. This decision engendered negative feelings on the part of local project leaders. The Arcadia people needed the resources over which ES/Washington had control in order to carry out the project. The potential threat of ES/Washington not funding the endeavor, put ES/Washington in a position of being able to control the efforts of Arcadia.
Illustration

The superintendent of the ES project in Butte-Angels Camp, modified the evaluation form being used by principals with teachers to discuss the project stating that it was also to be used for teacher evaluation. The last part of the form asked for teachers' attitudes toward the ES project. When teachers asked if their tenure would depend upon their response, they were told that "yes, it would" (Coercive Power). Teachers feared that these staff evaluations would result in firings. Teachers referred to "threats—received from principals but attributed to the superintendent—that noncooperation with the ES/project would result in firings" (Fear of the Misuse of Information).

Interpretation

In the above illustration, the superintendent, in an attempt to ensure teacher participation and to redirect any unwillingness to cooperate, used the threat of not granting tenure and/or firing the teachers, to force teachers to participate in the project. This engendered fear on the part of the teachers.

Illustration

In the ES project of Butte-Angels Camp it was reported that the superintendent set up an ES Project Advisory Committee which "was intended to be a legislative committee for making necessary changes in the program." The superintendent required two administrative procedures which "complicated the
process of presenting new ideas to the committee." These were that proposals had to follow a five part format and be submitted to him one week in advance of a meeting. The teachers presented some ideas to the Advisory Committee and did not present them to the superintendent ahead of time. The superintendent "decided that these proposals would receive no action because of not following proper procedure" (Exercise of Authority). Further it was reported that "he scolded the teacher and principal who made the suggestions." According to the original researcher, "this served to further alienate the teachers and generated resentment and resistance among them" (Negative Sentiments).

**Interpretation**

In the above illustration the superintendent exercised his authority in arriving at a decision to reject the ideas submitted by the teachers. This rejection of ideas accompanied by the outward show of disapproval engendered negative feelings on the part of the teachers.

**Illustration**

An ES/Washington consultant was sent to Arcadia to assist the local staff in the completion of their plan. The consultant indicated to Arcadia personnel that they should only attempt to implement the five components of their plan "which were most thoroughly planned" and that they should "delay plans to activate eight other components." The Arcadia
project leaders were "angered by this suggestion" and "asserted that they were competent" to implement all the components. Further, they asserted "that the only problem was the unwillingness of ES/Washington staff members to provide direct help and suggestions for preparing a final draft of the plan."

The consultant was "convinced of the competence" of Arcadia project leaders and of "their desire to activate all components of the project." The consultant "recommended to the ES/Washington director that the entire plan be implemented." In his report he also "criticized ES/Washington staff members for failure to be consistent in their communications with Arcadia project leaders." Subsequent telephone conversations with the ES/project offices convinced Arcadia staff that the ES/Washington project officer's superiors had told her to iron out communication difficulties" (Power). The ES/Washington project officer invited the Arcadia leaders to Washington for a discussion of the plan "page, by page, if necessary." The impact of the consultant's visit and report left Arcadia staff "with an added sense of confidence in their proposed project" (Positive Sentiment).

Interpretation

In the above illustration, the ES/Washington consultant used his power to bring about the permission to implement all of the project components as desired by the Arcadia personnel. He was able to do this by appealing to the
Washington project superiors, criticizing the performance of the ES/Washington project director. The ES/Washington superiors, in turn, used their power over the project director to induce her to improve her communications with the Arcadia Staff. This exercise of power, serving to satisfy the complaints of Arcadia project leaders, resulted in an increased sense of confidence in the proposed ideas.

Psychological forces in one source appear to engender other psychological forces within the same source (see examples in Figure 4).

<table>
<thead>
<tr>
<th>Psychological Force</th>
<th>Psychological Force</th>
</tr>
</thead>
<tbody>
<tr>
<td>Values and orientation, perception of others' orientation</td>
<td>Negative Sentiment</td>
</tr>
<tr>
<td>Beliefs about basis of project</td>
<td>Negative Sentiment</td>
</tr>
<tr>
<td>Perceptions of differing values</td>
<td>Negative Sentiment</td>
</tr>
<tr>
<td>Feelings of dissatisfaction with present state of affairs</td>
<td>Positive Sentiment</td>
</tr>
<tr>
<td>Positive regard for director</td>
<td>Positive Sentiment</td>
</tr>
<tr>
<td>Values and beliefs about project</td>
<td>Positive Sentiment</td>
</tr>
<tr>
<td>Perception of other's enthusiasm</td>
<td>Positive Sentiment</td>
</tr>
<tr>
<td>Personal and professional stake in ideas</td>
<td>High Level of Commitment</td>
</tr>
</tbody>
</table>

Figure 4

Pattern of the Interplay of Forces
Illustration

In the SPECS project, the teachers' values and orientation to the educational process, and the teachers' perception of the project teams' values and orientation were expressed in the following statements. Teachers expressed an orientation to the educational process which was highly personal. One teacher referred to "...the human idiosyncracies that so deeply affect classroom education...individual temperament, talents, ideas...the time to fail, proceed, or stand still." Another teacher pointed to "...intangibles such as professionalism or the long range effects of teachers on students." Still another teacher, in contrasting teachers with the project team said, "...we're working with kids and people." This was reiterated by another teacher who said, "we're dealing with human beings, not factory products" (Values and Orientation).

In contrast to this orientation stands the teachers' perceptions of the project teams' orientation as expressed in the following statements. One teacher said, "SPECS technicians are trying to computerize intangibles..." Another said, "...it is too much the perfect cookbook..." Still another teacher said, "...they sit in their office year after year and deal only with sheets of paper..." (Perceptions of others' orientation).

These teachers' orientations, coupled with their perceptions of the project teams' orientation results in a
negative attitude toward the project. As expressed by one teacher, "Putting monetary values on teaching really offends me..." Another teacher said, "Frankly, the whole thing turns me off...I just throw a lot of it in the wastebasket" (Negative Sentiment).

**Interpretation**

In the above illustration it appears that the orientation of the teachers, coupled with their perceptions of the orientations of the project leadership act as a catalyst in fostering negative sentiment toward the project. The orientation of the teachers leads them to value an approach to the teaching/learning process which stands sharply in contrast to their perceptions of the project team's orientation. The perceived orientation of the project team toward the teaching/learning process is not consistent with that of the teachers and acts as a catalyst in forming a negative attitude toward the project.

**Illustration**

In the R-2-R project, the learning model which formed the basis of the project had been developed under a Title VI grant which focused upon early education for the handicapped. It was reported that because of the identification with Title VI "many saw the project as being geared toward mentally handicapped children" (Beliefs About the Basis of the Project). It was further reported that this contributed to "accusations that the project was based upon a deficit model of black
learning ability." The president of the school board expressed opposition to the project and director saying that "...the director did not believe black children could learn" and that he "objected very strongly to this" (Negative Sentiment).

**Interpretation**

In the above illustration it appears that beliefs about the basis of the project, perceived as prejudicial, served as a catalyst in fostering a negative feeling toward the project.

**Illustration**

In the ES project, the superintendent advocated an approach to teaching which he referred to as personalized education. This was a highly individualized program which focused on the student as opposed to subject matter. It was reported that teachers felt this approach to teaching de-valued their subject matter expertise (Differing Values Regarding Teaching/Learning). One teacher referred to this approach as, "...playing around in the personal lives of children and making diagnoses that involved complex psychological understandings...that took us out of our subject matter areas...subject matter was kind of dismissed as inconsequential" (Negative Sentiment).
Interpretation

In the above illustration it appears that the teachers' value, placed on subject matter, stands in contrast to the superintendent's advocation of individualized education. The superintendent's valuing of "personalized" education, not being consonant with the teachers' valuing of subject matter serves as a catalyst in developing a negative attitude toward the project.

Illustration

In the Humanities Curriculum Project, teachers expressed dissatisfaction with their present program as evidenced in these expressions, "...You see we were so fed up with conventional things..." and, "...we'd had a hell of a job with the first 4th year leavers in '67-'68 using the traditional program..." (Dissatisfaction with Present Program). These statements were followed by, "...anything would be better, so here we are involved in this particular scheme," and, "...then the project came up out of the blue" (Positive Sentiment Toward Project).

Interpretation

In the above illustration, it appears that feelings of dissatisfaction with present and past states of educational affairs combined with feelings of a need for change act as a catalyst in forming positive attitudes toward the project.
Illustration

In the Midville Career Education project, the project director was described as "highly regarded and well-liked by both administration and school level personnel." Further, he was described as having had "worked his way up the ladder." Other projects under his direction were referred to as "very sophisticated and well-developed" (Positive Regard for Project Director). The researcher reported that, in reference to the Career Education Project, the director received "strong backing from the LEA headquarters and from all of the principals" (Positive Sentiment Toward Project).

Interpretation

In the above illustration it appears that a high regard and liking for the project director acts as a catalyst to form a positive attitude toward the project.

Illustration

In the Humanities Curriculum project, the Headmaster's perception of the project, as based upon or reflecting his beliefs and values is expressed in the following statement,

HCP offers me a recognized kind of experimental work which presupposes the values I believe in. I believe that HCP is a Christian approach to a civilizing process that takes for granted the child is a thinking person. It's more than a five period subject. It represents a way of life for young people (Values and Beliefs about Project, Positive Attitude Toward Project) (21, 193).*

*Quotations from the data sources are identified by their corresponding numbers in the bibliography followed by the page number.
**Interpretation**

In the above illustration it appears that the values inherent within the project are consonant with the values of the headmaster. This harmony in values serves as a catalyst in forming a positive attitude toward the project.

**Illustration**

In the Humanities Curriculum project, a teacher expressed his perception of the Headmaster's willingness to participate.

I think the Head was anxious, felt that some sort of answer was needed for his children, and he was prepared to volunteer his school for a scheme like the Stenhouse project when it came up (Perception of the Headmaster's Enthusiasm) (21, 193).

This was followed by the teacher's expression of willingness to participate,

...I was very pleased to be in it, although we didn't exactly know at that time what it was going to be, what the work actually was (Positive Sentiment Toward Project) (21, 193).

**Interpretation**

The above illustration suggests that the teacher's perception of the enthusiasm and commitment of the principal served as a catalyst in fostering a positive attitude toward the project.

**Illustration**

The assistant superintendent in Eastville, had worked on a dissertation part of which was developing a model for
career education. The Career Education project reportedly "came from his initiatives" (Personal and Professional Stake in the Ideas). With regard to the Career Education project the superintendent said,

For the first time in my twenty years of professional life I decided what I wanted to do for the rest of my career (High Level of Commitment) (33, 57).

**Interpretation**

In the above illustration the personal and professional stake that the superintendent had in the ideas of the project served as a catalyst in forming a high level of commitment to the project.

<table>
<thead>
<tr>
<th>Social-Control Force</th>
<th>Social-Control Force</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coercive Power</td>
<td>Coercive Power</td>
</tr>
<tr>
<td></td>
<td>Influence</td>
</tr>
<tr>
<td></td>
<td>Exercise of Authority</td>
</tr>
<tr>
<td>Negative Power</td>
<td>Influence</td>
</tr>
<tr>
<td></td>
<td>Coercive Power</td>
</tr>
<tr>
<td></td>
<td>Exercise of Authority</td>
</tr>
</tbody>
</table>

**Figure 5**

*Pattern of the Interplay of Forces*

**Illustration**

In the Arcadia Experimental Schools project, it was reported that the early enthusiasm of the teachers had dwindled substantially by the end of the planning year.
Teachers felt "that much of their work was disregarded by the administrators simply because an administrator had a different idea."

As the planning year progressed, it was reported, "that the teachers' concerns became aggravated...they became increasingly worried that the administration would assign them additional work responsibilities." As one teacher said, "the main concern was not with pay for volunteer work but with pay for mandatory work. The teachers simply wanted to get paid for required work beyond their normal workload" (Emphasis in Original).

Negotiations between the teachers and the board failed to reach agreement. "The board insisted on retaining the responsibility for determining when teachers would receive extra duty pay for participating in ES activities." As a result, "the teachers voted to withhold services" and "began a strike at 8:30 AM, September 4, 1973, the very hour when the new school year was scheduled to begin" (Exercise of Coercive Power).

Nearby radio stations broadcast a news release issued by the board "warning the teachers that unless they returned to work, they would be fired and an entire new teaching staff recruited" (Exercise of Coercive Power). It was reported that "this threat infuriated teachers and united them in their determination to lessen the power of the school board."
One week after the strike began, the school board held a regular meeting, "attended by nearly 500 residents including fifty-five of the seventy-seven regular teachers employed in Arcadia." It was reported that the school board "had hoped to persuade those present that the teachers' demands were unreasonable and that its last offer to the teachers constituted a just settlement of the contract dispute."

The majority of those who voiced opinions "criticized the manner in which the board had handled the negotiations... questioned the tactics of the board and urged them to settle the strike and reopen the schools." It was reported that an agreement was reached to "Obtain the services of a fact-finder to mediate the dispute and determine conditions for a new two-year contract (Influence).

After a series of meetings the fact finder issued his compromise settlement. It was agreed ahead of time "that his decision would be binding." Participants on both sides acknowledged that the terms favored the school board." It was reported that, though disappointed, teachers accepted the terms and signed a two year contract (Exercise of Authority).

**Interpretation**

It appears in the above illustration, that the negative sentiment experienced by teachers gave rise to exercise of coercive power manifest in the teachers' strike. This exercise of coercive power appeared to engender a return
exercise of coercive power by the board in the form of a general threat to fire all of the teachers if they did not return to work.

The board had hoped to persuade residents that their offer was a fair and just one; but the residents criticized the tactics of the board and encouraged them to settle the strike. Residents exercised influence and convinced the board to hire a fact-finder to arbitrate the dispute.

The fact-finder exercised authority, deciding in favor of the school board.

Illustration

In the SPECS project, teachers' dissatisfaction with the project led to the formation of a committee to identify teacher problems with SPECS and to make recommendations to the administration concerning SPECS. A series of interviews were conducted, the information was summarized and presented to the superintendent. The superintendent promised to look into the matter and report back to the committee as soon as school started in the fall. When teachers returned to school in the fall, nothing had been changed. Instead, "teachers found directives with additional information on SPECS and deadline dates for preparing materials." When the teachers inquired as to why nothing had been changed the superintendent replied that "he needed more time" (Exercise of Negative Power).
The teachers then sent the questionnaire to the board. At the board meeting, it was reported that "teachers made a bid from the floor to make their presentation on SPECS." It was further reported that teachers "were told they would have to wait...because of an already crowded agenda" (Exercise of Negative Power).

The teachers then went to the press and presented the press with the report. The teachers and the press went to the next board meeting and asked for time (Influence). Again, however, the board refused the teachers a place on the agenda.

At this point, the press sought more details from the teachers and wrote an article, appearing in the next evening papers "noting the board's refusal to discuss the issue despite pleas from teacher spokesmen." Another paper ran an article describing "teacher disenchantment" with the SPECS project (Coercive Power).

About this same time, the education association president wrote to the state department proposing an inquiry into the SPECS project. Three weeks later, the board announced two major decisions; there would be an inquiry into the project; and, a moratorium on SPECS (Exercise of Authority).

Interpretation

In the above illustration, it appears that the teachers dissatisfaction with SPECS led to an organized attempt to
provide the superintendent with information concerning the teachers' feelings, so as to change the situation. The superintendent, after promising to look into the situation, made no changes, saying that he needed more time. The superintendent and the board continued to deny teachers' the time they were requesting to have their views heard. When the teachers approached the press, in still another attempt to change their situation, the press, identifying with the teachers' concerns, went with the teachers to the board meeting; and, again, the teachers made a request for time on the agenda. When the teachers were denied this time, the press printed articles in the newspaper featuring the teachers concerns, dissatisfaction, and denial of time, by the board, to make their views known.

This effort, coupled with a proposal to the state department for inquiry into the project, appeared to engender the exercise of authority, on the part of the board, who decided to place a moratorium on SPECS and to proceed with the inquiry.
CHAPTER V

A SYNOPSIS OF EVENTS AND IDENTIFICATION
OF FORCES IN THE SHILOH COUNTY
EXPERIMENTAL SCHOOLS PROJECT

Introduction

The purpose of taking one particular project and analyzing it according to the forces operating is to more accurately portray the on-going nature of forces and the continuous interplay of forces as these operate within a single situation.

Events are described in terms of actions and responses; apparent forces are identified; and, an interpretation of the forces is presented.

Events

When the superintendent of Shiloh County accepted the position of superintendent he expressed his reason for doing so and his goals and desires for the future in the following statement, "I came here because I saw an opportunity. This opportunity was described as "transforming an inadequate program into the best in the state." This was to be accomplished through curricular changes focusing on the development of an individualized program of diagnostic instruction to be implemented in all classrooms.
The superintendent made several recommendations to the board. These recommendations included the following: a) that beginning teachers' salaries be raised so that good, younger teachers could be recruited; b) the renovation of two elementary schools; c) the construction of a new high school with semi-open space; and, d) the introduction of nine week courses and more flexible scheduling.

The board concurred with these recommendations, authorizing the superintendent to carry them out and seeing these suggestions as "positive and innovative" efforts "to improve" the educational system. As one board member said, "When we found [The superintendent], all we had to do was sit back."

The superintendent took steps to bring about some of the changes that he saw as necessary. One of these changes was to get younger, newer teachers in the school. The superintendent "urged the seven elementary teachers with less than a bachelor's degree to retire." All of these teachers did so. This action generated differing reactions. One board member stated, "The superintendent deserves credit because some of the older teachers thought they were running things." Teachers, on the other hand, reacted differently. As one teacher said, "He will roll over anybody if it helps him."

Interpretation

The forces that appear to be operating are identified in Figure 6. The superintendent, acting upon his desires
Figure 6

The Interplay of Forces in Selected Events
and goals, made recommendations to the board concerning changes that the superintendent saw as desirable. The board exercised its authority by deciding in favor of these changes and by authorizing the superintendent to carry them out. The superintendent exercised his authority by making the decision to let seven elementary teachers go. This was in keeping with the superintendent's desire to get newer, younger teachers. This decision was consonant with board member's desires and served to engender a positive feeling. This decision, however, was not consonant with teachers' desires and served to engender negative feelings.

Events

When the announcement from ES/Washington crossed the superintendent's desk, announcing the project and soliciting letters of interest from small rural schools interested "in planning and implementing locally designed programs," the superintendent "seized the opportunity."

He gathered the support of the state board of education and of his own local board. The local board "authorized the expenditure of $200" which it would take to write a quality Letter of Interest. Then the superintendent approached his teaching staff. He told the teachers that he wanted "to raise teacher's salaries and bring in more instructional equipment." He asked the teachers if they would support the project. The teachers voted to do so.
Interpretation

The forces that appear to be operating are identified in Figure 7. The superintendent sees the ES/project as a potential means for meeting his desired goals. This serves as a motivating force leading to the soliciting of the support he needs in order to carry out the project. The boards' response results in a decision in keeping with the needs of the superintendent and enables him to proceed with the endeavor. The teachers are needed to develop and implement the program desired by the superintendent so the superintendent, through the indirect promise of materials and financial rewards, captures the support of the teachers.

Events

The superintendent, with the assistance of university consultants, compiled a Letter of Interest which ES/Washington deemed worthy of selection and Shiloh received funding for project planning.

Project coordinators were selected from local personnel. After selecting these coordinators, the superintendent "returned them to their previous duties" because they "had no faith in me." He appointed two other project coordinators because "he wanted project coordinators who were loyal to me."

The superintendent "informed county residents of the changes that were occurring...he did not ask for their recommendations." He arranged for university consultants to "explain the project to community groups." When ES/
**Figure 7**

The Interplay of Forces in Selected Events

<table>
<thead>
<tr>
<th>INTERACTION</th>
<th>INTERACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORCE</td>
<td>RESPONSE/FORCE</td>
</tr>
<tr>
<td>Desires, goals of superintendent</td>
<td>Local board exercises authority by deciding in favor of the expenditure of funds</td>
</tr>
<tr>
<td>ACTIONS</td>
<td>ACTION/FORCE</td>
</tr>
<tr>
<td>Soliciting support from state board of education and local board of education</td>
<td>The superintendent solicits the support of the teachers through exercising reward power</td>
</tr>
<tr>
<td>RESPONSE</td>
<td></td>
</tr>
<tr>
<td>Teachers vote to support the project</td>
<td></td>
</tr>
</tbody>
</table>
Washington became aware of this through reading a draft of the plan they responded critically. The ES/Washington project officer replied,

When and how does the public get to influence the status of the project?...community should have the chance to be in on the planning not just to hear about it after the fact.... I fail to completely understand the purpose served by Dr. [an ES project consultant's] presentation...why should he or any other outsider be explaining the problems and goals of education to parents?.... We [ES/Washington] simply reiterate what we have said before that the best experts in Shiloh County are in Shiloh County and they are the ones best qualified to determine help needed (13, 224).

The superintendent's reaction to this was to "immediately comply for fear that failure to do so would lead to contract cancellation." The superintendent "escorted the university consultant to the airport" and "placed him on a plane bound for the university."

Interpretation

The forces that appear to be operating are identified in Figure 8.

Sensing that the project coordinators' goals were not in harmony with his own, the superintendent exercised his authority and replaced the two original coordinators with others whom he believed would fulfill his goals and desires. So as not to jeopardize his own goals by allowing input from staff and community who may have conflicting desires, the superintendent excluded them from active participation.
<table>
<thead>
<tr>
<th>ACTION/FORCE</th>
<th>RESPONSE/FORCE</th>
<th>ACTION</th>
<th>RESPONSE/FORCE</th>
<th>ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>The superintendent selects project coordinators; Senses that their needs and goals are not consonant with his own</td>
<td>Superintendent, through the exercise of authority decides to return the original project coordinators to their previous duties and then to appoint two others to those positions</td>
<td>The superintendent excluded the community from active input into the project plan</td>
<td>ES/Washington project officer criticized the lack of participation; ES/Washington, through the exercise of power, demanded community participation</td>
<td>Potential threat of discontinuing funding perceived by superintendent led to removal of the consultant and a reliance upon staff and community</td>
</tr>
</tbody>
</table>

Figure 8

The Interplay of Forces in Selected Events
This exclusion of community and staff was in conflict with the desires and intents of ES/Washington. Because of their control over funding, and therefore, their ability to satisfy or not satisfy the superintendent's needs, ES/Washington was able to induce a change in the situation to be more in keeping with their intents and desires.

Events

A second draft of the plan was submitted to ES/Washington officers, who again, critically responded to the plan finding it to contain "confusing...vague and general statements" and referred to the plan as a "collection of loose ideas, not integrated" into a "tightly woven plan."

This criticism engendered negative feelings on the part of local project leaders. As one project coordinator said, "had we been funded, I would have told [the project officer] what I thought." The superintendent's reaction was to refer to ES/Washington as "Kids playing games." Further, he said, "They're theorizing. I'm implementing. There's a big difference."

A final plan was submitted and accepted by ES/Washington with a stipulation regarding evaluation of change. Local project leaders had planned to evaluate change by asking the staff what changes they believed had taken place. The ES/Washington officer questioned the reliability of perceptual data and said, "I pose this question because I'm not an evaluator. I don't know what measures are available."
Further, the ES/Washington officer "indicated that an answer to this question was mandatory" and that Shiloh County had "a year and one-half to demonstrate that it could implement what it had planned." To this was added the note that "achieving success within this time would be crucial in negotiations for further funding."

**Interpretation**

The forces that appear to be operating are identified in Figure 9. The superintendent had a need for the funding which ES/Washington could provide. ES/Washington, through their control over resources, and their potential power to satisfy or not satisfy the superintendent's needs were able to control the planning ideas. ES/Washington's exercise of power in their decision to reject the plan as submitted engendered negative sentiments in the local project leaders. It did, however, induce them to submit a third draft of the plan. Again, however, ES/Washington exercised its power by indicating that future funding would be contingent upon demonstration of change within a given time period.

**Events**

When the planning period began, the superintendent informed the teachers that they were to read the ES/project plan because "this is a blueprint and this is going to be the way we operate the schools." The ideas inherent in the project plan, leading toward the development of diagnostic
<table>
<thead>
<tr>
<th>ACTION</th>
<th>RESPONSE/FORCE</th>
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</thead>
<tbody>
<tr>
<td>Second draft of plan was submitted to ES/Washington</td>
<td>Through the exercise of power, via ES/Washington's control over resources, ES/Washington rejected the plan as submitted, and were able to induce local project leaders to rewrite the plan</td>
</tr>
<tr>
<td>A third plan was written and submitted</td>
<td>ES/Washington accepted the plan with a stipulation concerning evaluation; through their potential power to withhold future funding, ES/Washington was able to maintain control over the Shiloh project</td>
</tr>
</tbody>
</table>

Figure 9

The Interplay of Forces in Selected Events
instruction, valued by the superintendent, were not similarly valued by the teachers. Teachers saw diagnostic instruction as "a philosophical fad." They felt that the "practical consequences" of this approach "entailed a loss of teacher authority and greater freedom in the classroom."

It was reported that attempts to implement diagnostic instruction "generated teacher hostility." At a meeting the superintendent "accused his teachers of not properly attending to their duties." One of the teachers publicly contradicted this. The superintendent expressed his reaction to this in saying, "I've been bragging them up for two years. Telling everyone how young they were. The truth is they're sloppy and lazy." The teachers' reaction was to go to the board and "ask that the superintendent's power be curbed." It was reported that "there was no support for such a cause in 1973. Teachers continued to appeal to board members.

A delegation of teachers appeared at the...meeting of the board to seek redress for a set of grievances against the superintendent. The board heard them out, but supported the superintendent (13, 227).

Through a continued effort the teachers were able, by the summer of 1974, to "convert two of the five board members... to the teachers' cause." As one board member expressed, "This thing is getting out of hand."

Interpretation

The forces that appear to be operating are identified in Figure 10. The superintendent's goals and valuing of the
The superintend- 
ent's goal 
and valuing of 
the ideas in- 
herent in the 
diagnostic 
instructional 
program engen- 
dered the 
exercise of 
authority 
manifest in 
the decision 
that "this was 
going to be 
the way we 
operate the 
schools" 

The goal of im-
plementing diag-
nostic instruc-
tion and the 
ideas inherent 
within this 
approach were 
not similarly 
valued by the 
teachers; at-
ttempts to get 
them to ascribe 
to this approach 
engendered 
hostility 

Negative senti-
ments toward the 
task and the 
superintendent 
led teacher to 
attempt to in-
duce a change 
in the situa-
tion through 
appeals to 
the board 

The board exer-
cised their 
authority in a 
decision to 
support the 
superintendent's 
efforts 

Figure 10 
The Interplay of Forces in Selected Events
Ideas inherent in the diagnostic instructional program led to a decision that this program was going to be developed and implemented. The goal of implementing diagnostic instruction and the ideas inherent in this program were not similarly valued by the teachers. Attempts to get teachers to ascribe to this approach engendered negative sentiment in the teachers. Negative sentiment toward the program led teachers to appeal to board members in an attempt to change the situation. The board exercised their authority, to the teacher's dissatisfaction, deciding to support the superintendent's efforts.

Events

The superintendent, seeing that the program of diagnostic instruction was not being implemented in the classroom, "introduced a record keeping system that demanded information on individual students' learning styles, cognitive needs...assignments and outcomes." The superintendent said that "using the record would guarantee that diagnostic instruction was used in every classroom."

The university consultant was brought in to run inservice training sessions with the teachers in use of the record keeping system. Teachers expressed their dissatisfaction with the situation. One teacher asked, "Why do we have to write so many things down?" Another explained that she "kept the records in her planning book." Several teachers commented that "they were tired of hearing what was wrong with the county's teaching staff." Another teacher said that "teachers
had no need for consultants who were in the county only for the money provided by the ES/project."

When the consultant asked how many teachers were using the record system it turned out that "no one was."

The consultant saying that he "couldn't work like this" told the teachers "he would advise the superintendent that the teachers were not willing to continue with the project and that the system would withdraw from the ES/program."

**Interpretation**

The forces that appear to be operating are identified in Figure 11. The superintendent's desire to implement diagnostic instruction led to the exercise of authority manifest in a decision to introduce a record keeping system. Negative sentiment toward the task and toward the superintendent led teachers to ignore this mandate and to refuse to cooperate with the consultant. The consultant's perception of the negative sentiment in teachers induced him to recommend to the superintendent that the program be dropped.

**Event**

The superintendent expressed the feeling that "teachers reactions had ended his dreams for creating a first class school system in the county." In the opening address during an inservice session that preceded the '74-'75 school year the superintendent said to his teachers, "I assure you that we are in for a brutal year." One teacher reacted to this
The superintendant's desire to implement a diagnostic instructional program led to the exercise of authority manifest in a decision to introduce a record keeping system.

**Figure 11**

The Interplay of Forces in Selected Events
session by saying "Did you see their faces? They're not listening anymore."

After the session, the superintendent said that "teachers' reactions had ended his dreams for creating a first class school system." After this he made an attempt to redirect the situation by telling a principal that "he was responsible for his teachers' behavior." And that "if teachers would continue to resist the superintendent's directions, the superintendent would reassign the principal and replace him with an administrator who could control his staff."

When the teachers heard about this they "gave the principal a unanimous vote of support and hosted a luncheon in his honor the next day." The teachers also "converted a third board member to their cause." As one board member said, "This thing is crazy. We've got to settle down. It's our duty to do so." It was reported that the superintendent "quickly accepted a position in another system." He was replaced by a local principal "chosen to meet one mandate" that being to "settle the system down."

Teachers commented that the following school year "was a very relaxed time."

**Interpretation**

The forces that appear to be operating are identified in Figure 12. The superintendent's perception of the negative sentiment in teachers, coupled with his continued desire to implement his goal led the superintendent to exercise
The superintendent's perception that teachers' resistance could lead to the downfall of his "dream," gave rise to an attempt to once again redirect the situation; this was done by exercising coercive power in threatening the position of a principal.

<table>
<thead>
<tr>
<th>ACTION/FORCE</th>
<th>RESPONSE</th>
<th>ACTION</th>
<th>RESPONSE/FORCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The superintendant's perception that teachers' resistance could lead to the downfall of his &quot;dream,&quot; gave rise to an attempt to once again redirect the situation; this was done by exercising coercive power in threatening the position of a principal.</td>
<td>Teachers rallied to the support of the principal.</td>
<td>Teachers continued to appeal to the board to change the situation.</td>
<td>The board exercised their authority manifest in a decision to support the teachers and to replace the superintendent.</td>
</tr>
</tbody>
</table>

Figure 12

The Interplay of Forces in Selected Events
coercive power in an attempt to redirect the situation to meet his goals and needs. Teachers continued to resist the superintendent's attempts and continued to appeal to the board members. The board exercised their authority, to the satisfaction of the teachers, reaching a decision to replace the superintendent.
CHAPTER VI

PRESENTATION OF CATEGORIES: OPPORTUNITIES FOR INPUT AND ESTABLISHING A CURRICULUM DEVELOPMENT IDENTITY

Introduction

In this chapter, the categories, properties and characteristics, and general relationships which seem to exist are presented. In addition, summaries of illustrative incidents are provided as a basis from which the category and its properties and characteristics emerged. Interspersed throughout the illustrative incidents are diagrammed statements depicting the relationships which seem to exist.

These diagrammed statements take the following forms;

1) Forces
   \[ \Downarrow \]
   Situations

2) Forces
   \[ \Downarrow \]
   Situations

3) Forces
   \[ \Downarrow \]
   Forces

and, portray the following types of suggested relationships: 1) forces that appear to be operating in certain situations and appear to be contributing to the nature of those situations; 2) forces that appear to be engendered by certain types of situations; and, 3) forces that appear to be engendered by other forces. For example, the diagrammed statement
Conceptions of what the curricular change should be

Opportunities are afforded for input into the substance and/or procedure of the curriculum development endeavor, but the input solicited is not acted upon and/or accepted as provided.

suggests the type of relationship wherein certain forces appear to be operating in certain situations and appear to contribute to the nature of those situations. The above diagrammed statement should be read as follows: The superintendent's strongly held notions of what the curriculum change should be seemed to contribute to his creating situations in which opportunities for input into the curriculum development endeavor are provided to participants but that input is not acted upon and/or accepted as provided. The diagrammed statement,

Conceptions of what curriculum efforts should be

Opportunities are provided for input into the curriculum development endeavor but the input solicited is not acted upon and/or accepted as provided

Distrust
Resentment

suggests the type of relationship in which forces appear to be operating in situations contributing to the nature of the
situation and forces are engendered by the situation. This statement should be read as follows:

The interests and conceptions of what should occur in the curriculum development effort led to opportunities for input being afforded to participants, but not being acted upon. This rejection of the input of participants led to feelings of distrust and resentment.

The diagrammed statement,

\[
\text{Feelings of being ignored and taken advantage of} \\
\downarrow \\
\text{Exercise of Coercive Power}
\]

suggests the type of relationship in which forces appear to generate other forces. The above statement should be read as follows: Teachers' feelings of being ignored and taken advantage of seemed to contribute to their use of coercive power, as demonstrated in a teacher strike, in an attempt to gain some control over their roles in the curriculum development endeavor.

**Opportunity for Input**

The category of opportunity for input is characterized by: 1) dimensions which include proactive, active, and reactive opportunities for input into curriculum development endeavors; 2) types of opportunities for input; 3) forces that seem to contribute to the different types of opportunities for input; and, 4) forces that seem to be engendered
by different opportunities for input as well as by the forces operating (see Table 2).

The proactive dimension of opportunity for input refers to the proposal or planning phase of the curriculum development endeavor. One of the major types of opportunities for input during a curriculum development endeavor is one in which opportunities are afforded for input into the substance and/or procedures of the curriculum development endeavor at the proposal or planning stage, but the input solicited is not acted upon and/or accepted as provided.

The forces that appear to be operating in this type of opportunity for input include the following:

- Felt need for support
- Conception of what the curriculum effort should be
- Differing orientations
- Interests and goals of participants

The following types of forces appear to be engendered by situations in which opportunities for input into the curriculum development endeavor are afforded but are not acted upon and/or accepted as provided.

- Resistance
- Cynicism
- Distrust
- Disappointment
- Frustration
- Anger
- Use of coercive power
- Feelings of being ignored
- Feelings of being taken advantage of
- Fear
- Positive Sentiment
<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Proactive</th>
<th>Active</th>
<th>Reactive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Types of Opportunities for Input</td>
<td>Opportunities afforded for input into the substance and/or procedures of the curriculum development endeavor at the proposal or planning stage. The input solicited is not acted upon and/or accepted as provided. Opportunities are afforded for ongoing input into the substance and/or procedures of the curriculum development endeavor, and participants take advantage of this opportunity.</td>
<td>Opportunities for ongoing participation into the curriculum development endeavor are afforded to participants and the input is acted upon. Opportunities for ongoing input into the substance and/or procedures of the curriculum development endeavor during the implementation stage afforded but not taken advantage of. Opportunities afforded for ongoing input into the substance and/or procedures of the curriculum development endeavor during the implementation stage, the input solicited is not acted upon. Opportunities afforded for ongoing input into the substance and/or procedures of the curriculum development endeavor and not actualized as intended.</td>
<td>Opportunities afforded for providing evaluative feedback on the experience of the curriculum development project. Feedback is not used to modify the curriculum effort. Opportunities for providing evaluative feedback on the experience of the curriculum development endeavor afforded but not taken advantage of.</td>
</tr>
<tr>
<td>Types of Forces Operating</td>
<td>Felt need for support -Conception of what the curriculum effort should be -Differing orientations -Interests and goals of participants</td>
<td>Differing orientations Differing expectations Differing priorities Exercise of power Exercise of authority Conception of the nature of the project Perception of role</td>
<td>Differing orientations Lack of respect for information Corruptive power Fear of misuse of information Differing values/priorities</td>
</tr>
</tbody>
</table>

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Proactive Opportunities for Input

Summary of Incidents

Once the planning grant had been awarded for the Experimental Schools project (ES) to Arcadia, Arcadia officials formed an inservice advisory committee to provide direction and guidance to the ES project during its five years of existence. The committee was composed of representatives of students, faculty, administrators, and residents. It met only during September of the first year and was never operational. It fulfilled a specification in the proposal indicating that there would be wide participation from school and community members in the formation of the plan for the ES project. The committees' objectives were smothered, however, by the interests of ES project leaders in curricular change.

Another committee, the ES project advisory committee, was set up to oversee the entire planning process. This committee met from early Fall until May,
although it provided no guidance after February. The creation of the ES project advisory committee satisfied another demand by ES/Washington. Although it functioned effectively for six months, the time consuming efforts to modify and rewrite the formal project plan focused the decision-making responsibility on the ES project leaders and the community was forgotten. Significant community involvement ended at this point and the ES project leaders hired outside consultants to assist in the planning and the writing of the formal project plan.

ES/Washington responded to the plan submitted with a formal critique of Arcadia's efforts. According to ES/Washington the plan needed substantial reorganization and they requested that Arcadia rewrite the entire plan. This was interpreted by Arcadia project leaders as prejudice against the capabilities of the rural school systems. They believed that further refinements were a waste of time. Requests for
revisions without accompanying direction disappointed the local project leaders and the prospect of rewriting the plan was frustrating. The uncertainty about exactly what was required produced anxiety in the project leader who was to rewrite the plan.

A second version of the plan was submitted to ES/Washington, and it, too, was rejected. ES/Washington stated that it would be necessary to rewrite the plan because of lack of specificity and organization of the document. This rejection convinced the superintendent that ES/Washington was trying to force the plan into a framework which was compatible with its needs rather than with the original objectives of the proposal. The superintendent was angered because he believed the original concept emphasizing local initiative was being threatened.

All of this had very adverse affects on the teachers. Early in the planning stages, committees of interested teachers had been formed into
Opportunities are afforded for input into the substance and/or procedures of the curriculum development endeavor, but the input is not acted upon or accepted as provided.

Feeling of being ignored
Feeling of being taken advantage of
(Negative Sentiment)

Use of Coercive Power

planning groups. Sessions were held which focused on particular curricular areas such as math, reading, learning problems, vocational opportunities, humanities, music, school-community relations and previously untried curricula. Few teachers were involved, however, in the project decision-making communications between ES/Washington and Arcadia. These were limited to the project leaders. Teachers felt that their ideas and suggestions were being ignored. Teachers began to believe that ES project activities would interrupt "normal" classroom activities; and, further that they would be assigned extra duties without additional compensation.

The rewriting of the proposal three times modified the teachers original ideas to the extent that they were barely recognizable. Suggestions were being rejected by administrators. The plan was approved in August, but did not contain the ideas most important to the teachers. The teachers went on strike.
the first day of school. There had been a failure to reach agreement on several issues including salary and compensation for work performed by teachers outside of the regular school day. This revolved around the teachers' demand to gain some control over their roles in the ES project.

A nearby radio station issued a statement by the board who warned the teachers that unless they returned to work they would be fired and an entire new teaching staff would be recruited. This led to increased feelings of hostility on both sides.

A meeting was held and an agreement was reached to hire a fact finder to mediate the dispute and to determine conditions for a new two year contract. Four months later a decision was made and the findings favored the school board. The teachers were disappointed but accepted the terms and signed the contract. Distrust and fear of retribution were widespread.
Summary of Incidents

The superintendent of Butte-Angels Camp set up a committee structure comprised of some twenty-two curriculum committees in which he asked teachers and community residents to participate. The committee structure offered the promise of considerable influence being exercised by community members and teachers, but the final plan did not contain the ideas most important to the teachers or community members. Opportunity for input appeared to be more of an empty courtesy. As expressed by one community member,

> Agendas covered mostly the things the superintendent wanted to do. And I have a notion that he was setting his program before us before he even called it that (13, 164).

Meetings held with teachers elicited a similar response. As expressed by one teacher,

> It got to be that a lot of curriculum work was just sitting down and waiting 'til somebody made up their minds which way they wanted to go (13, 164).
Teachers were asked to make their recommendations for the content of the project. They did so, but in the reading of the final plan these suggestions were not included in the plan. This suggested to the teachers that they had much less influence than had been anticipated and served to increase their distrust of and resentment toward the superintendent. As expressed by one

We were never involved. What seemed to take place was that the documentation was there, and at some point last fall during the planning stage, the administration, namely /superintendent/ presumed that enough documentation had taken place to solidify the project and to state what it was going to be, and from that point on the project assumed his direction and overall control (13, 167-168).

Another type of opportunity for input is one in which opportunities are afforded for input into the substance and/or style of the curriculum development endeavor and participants take advantage of the opportunity. The force that appears to be operating in this type of situation is the interest and goals of participants. The force that appears to be engendered by this situation is positive sentiment.
Summary of Incidents

In the earliest planning phases of the ES/project in Arcadia "the entire administrative staff and sixty-five of the seventy-six teachers were involved in one or more committees. Teachers made individual decisions whether to participate on committees. Curriculum committees "of interested teachers" were formed to work in various subject matter areas as well as in such areas as "humanizing, self-concept, school-community relations, and explorations of previously untried curricula." Of the eighteen committees formed, "seventeen were chaired by teachers and one by a resident." Each committee had the opportunity to develop "specific sets of goals" and to "suggest methods for achieving these goals." Many of the committees were composed of teachers sharing similar teaching responsibilities "of the four members of the committee on music-humanities, three were music teachers."
This early planning phase was referred to by participants as a "time of high-spirited cooperation."

Active Opportunities for Input

The active dimension of opportunity for input refers to the implementation phase of the curriculum development endeavor. The following types of opportunities for input seem to characterize the active dimension:

1) Situations in which ongoing opportunities for input into the substance and/or procedures of the curriculum development endeavor during the implementation stage are afforded but not taken advantage of;

2) Situations in which opportunities are afforded for ongoing input into the substance and/or procedures of the curriculum development endeavor during the implementation stage, but the input solicited is not acted upon;

3) Situations in which opportunities are afforded for ongoing input into the substance and/or procedure of the curriculum development and the input solicited is acted upon.

4) Situations in which opportunities for ongoing input into the substance and/or procedures of the curriculum development endeavor are not actualized as intended.
There are certain types of forces that appear to be operating which contribute to the different opportunities for ongoing input. By the same token there appear to be certain types of forces engendered by the different types of opportunities for ongoing input as well as by the contributing forces.

The following types of forces appear to be operating in situations in which opportunities are afforded for ongoing input into the substance and/or procedures of the curriculum development process and the input solicited is acted upon:

- Conception of the nature of the project
- Perception of role

The types of forces engendered by this type of situation include:

- Sense of ownership in project
- Enthusiasm
- Increased sense of confidence

**Summary of Incidents**

In the Midville Career Education project, the determination of the substance of the program in each school is very informal and decentralized. The director believed that "career education is an inherently ambiguous notion and that the solution to this
problem lies not in forcing it into a coherent framework but rather using the ambiguity to encourage teachers to try anything they think makes sense." The director sees his role as "stimulating an interest in career education and providing some examples of activities, then leaving teachers and coordinators free to develop their own programs in each school."

Consequently, as the original researcher reported, there is a large quantity and variety of activities. Teachers are encouraged to develop their own notion of career education. The director conducts inservice workshops in which he discusses subjects indirectly related to career education such as attitudes toward occupations, women's role in society and values clarification.

The purpose of these discussions, according to the director, and, as reported by the original researcher, is to,
Sense of ownership in project
Enthusiasm
Increased sense of confidence

Stimulate an interest in a general social problem that can serve as a source of motivation for teachers to integrate career materials into the curriculum (33, 49).

Teachers are reported to be unusually actively involved in the career education project. As the researcher reported,

a coordinator volunteered that her teachers had worn out one entire set of SRA materials on the family—a relatively uncommon phenomenon, one suspects (33, 50).

Further, it was reported that teachers were "highly articulate, self-confident, and independent in their descriptions and assessments of career education activities."

The following types of forces appear to be operating in situations in which opportunities for ongoing input into the substance and/or procedures of the curriculum development endeavor during the implementation stage are afforded but not taken advantage of.

- Differing orientations
- Differing expectations
Differing orientations (practical/theoretical)

Summary of Incidents

In the Keele Integrated Studies project, the researcher noted that

...the ablest teachers and the most lively were eager to embrace their academic suitors and join in the debates about the direction in which integration would take education, but they withdrew because all they could offer was the folk wisdom of the classroom (38, 22).

The researcher reported that the project team had difficulty getting active feedback from the teachers. Where the project teams wanted to offer teachers guidelines for the project within which teachers could develop their own styles, the teachers wanted more guidance and felt that a prescription was needed that could be followed.

Another type of opportunity for ongoing input is provided in situations in which opportunities for ongoing input into the substance and/or procedures of the curriculum development endeavor during the implementation stage are solicited but not acted upon.

The types of forces which appear to be operating in this type of situation include
Differing priorities
Exercise of power

The types of forces which appear to be engendered by this situation include the following:

Feelings of resentment
Exercise of influence
Exercise of authority

Summary of Incidents

In the Experimental Schools (ES) project which took place in Butte Angels Camp a governance system was set up, the purpose of which was described as a means for staff and community to propose changes in the program. Four meetings of the Curriculum Development Committee were scheduled in the beginning of the year. The agendas for these meetings were set by the administration. There was some conflict between what the administration wanted to see happen and what the teachers wanted to see happen with the program. As expressed by one teacher, "There was a difference between what we wanted to achieve and what we were supposed
Differing priorities

Situations in which opportunities for ongoing input into the substance and/or procedures of the curriculum development endeavor during the implementation stage are solicited but not acted upon

Negative sentiment

Coercive power exercised

Exercise of authority and negative use of power

Resentment
Resistance
Alienation

to achieve." At the end of the second meeting, teachers openly opposed the project; the result of which was that all further sessions were canceled.

Another committee, the ES Project Advisory Committee, was intended to be a legislative committee for making necessary changes in the program. The superintendent required two administrative procedures which complicated the process of presenting new ideas. These were that proposals had to follow a formal five part format and be submitted to him one week in advance of a meeting.

The teachers presented some ideas to the Advisory Committee and did not present them to the superintendent a week in advance. The superintendent decided that these proposals would receive no action because of not following proper procedure and he "scolded the teacher and principal who made the suggestions." This served to further alienate the teachers and generated resentment and resistance among them.
The conflict became tense enough that the teachers informally told board members about refusals to hear their proposals. The board members met with the superintendent and passed a number of resolutions reducing his authority. Board members also directed the Advisory Committee to consider all proposals from teachers at its next meeting. They passed the teacher initiated proposals. The ES/Washington project officer also directed the superintendent to organize the work around teacher projects.

Reactive Opportunities for Input

Reactive opportunities for input refers to opportunities afforded to participants for providing evaluative feedback on the experience of the curriculum development endeavor.

One type of reactive opportunities for input is provided in situations in which opportunities are afforded for providing evaluative feedback on the experiences of the curriculum development endeavor, but the feedback is not used to modify the curriculum effort.

The types of forces that appear to be operating in this situation include:
• Differing orientations
• Lack of respect for feedback

The types of forces that appear to be engendered by this situation include:
• Feeling of powerlessness
• Fear
• Frustration
• Distrust
• Influence
• Power
• Authority

Summary of Incidents

In the Tip County Career Education project two types of evaluation were used. One was performed by an outside independent/research consulting agency. This was a mandated condition of the grant. As the researcher reported, the evaluators tended to be

...highly theoretical, abstract and enamored of logical coherence. They/the evaluators/conceptualized the project as having six product goals, which led to nineteen product objectives, which were connected with eleven process goals to be reached through six process objectives (33, 35).
The Tip County staff, on the other hand, tended to be, down-to-earth, pragmatic, and unimpressed with the evaluation results. They did not find the information useful and they didn't use the information for project revision (33, 35).

The other type of evaluation procedure employed was designed by the project staff members. The results of the evaluation were used to develop career education units.

Summary of Incidents

The project director of the Keele Integrated Studies project in comparing the feedback obtained from teachers with that of the project coordinators expressed that "Teachers give too many details; they do not see the larger issues."

Summary of Incidents

In the School-Planning-Evaluation and Communication Systems (SPECS) project, the project team did not at first solicit evaluation feedback from the teachers. This lack of opportunity for
input contributed to the teachers' sense of powerlessness. As the researcher reported, it contributed to the teachers' felt lack of influence. Teachers felt it was curious that the developers failed to solicit their opinions about the materials and they were convinced that their complaints fell on deaf ears (45, 50).

The project team did decide to have a member of the CASEA staff carry out a longitudinal study plotting the effects of the project. The plan called for a questionnaire to be given to teachers each June for a three-year period. The team decided not to analyze the data until after the completion of the project so as not to affect the course of the pilot project.

The teachers asked at the end of the first year if they could examine the information to see if the data supported their contention that "teacher dissatisfaction with the SPECS project was rampant." About the same time the superintendent released a story to the press describing the
Opportunities are afforded for providing evaluative feedback on the experience of the curriculum development endeavor, but the feedback is not used to modify the curriculum effort.

Feeling of distrust
Feeling of fear

Influence

Exercise of Power

success of SPECS and satisfaction of the staff. The implications that the superintendent had evidence to support his claim fueled teachers' fears that he'd seen their responses. Teachers believed that the "information might be used to ferret out malcontents."

The teachers decided to appeal to their education association. A high school faculty member was appointed as spokesman to form a committee to identify teacher problems with SPECS and to make recommendations to the administration concerning SPECS.

A series of interviews with teachers resulted in a questionnaire sent to all staff members so that common areas of concern could be determined. This information was summarized and presented to the superintendent.

The superintendent promised to look into it and report back to the committee as soon as school started in the fall. When school started nothing had changed. Teachers found directives with additional information on SPECS.
Opportunities for providing evaluative feedback on the experience of the curriculum development are provided, but the feedback is not used to modify the curriculum effort.

Influence

Exercise of Power

Coercive power

and deadline dates for preparing materials. The superintendent said he needed more time.

The teachers then sent the questionnaire results to the board of education members before they were to meet next. The teachers attended the meeting and made a bid from the floor to make their presentation about SPECS. They were told that this discussion would have to be postponed "because of an already crowded agenda."

The teachers then went to the press and presented the press with a study package of the questionnaire results and recommendations. The teachers and the press went to the board meeting and asked for time. Again they were denied a place on the agenda. The reporters then sought more details from the teachers. The next evening the paper carried an article headlined "South Lane Issue Flares." In the article the press noted the board's refusal to discuss the issue "despite pleas from a
teacher spokesman who said the board has not been exposed to teachers' negative reaction to the program." The other daily paper ran a four columned front page article entitled "Teacher Survey Shows SPECS Disenchantment."

About the same time, the education association president wrote to the State Department proposing an inquiry into the SPECS program at South Lane. Three weeks later the board announced two major decisions. There would be a state department inquiry and there would be a moratorium on SPECS.

Another type of reactive opportunity for input is provided in situations in which opportunities for providing evaluative feedback on the experience of the curriculum development endeavor are afforded to participants, but participants are reluctant to take advantage of this opportunity.

The type of forces that appear to be operating in this type of situation include

- Fear of the misuse of information
- Feeling that information is not meaningful
- Different Values/Priorities
The type of force that appears to be engendered by this situation is

- Influence

Summary of Incidents

The project team solicited evaluative feedback from the teachers involved in the Keele Integrated Studies project. In fact, the provision of feedback was a condition for joining the project, even though only two of the thirty-eight schools involved provided it. Keele teachers asked what was going to be evaluated, "the project or our teaching?" They expressed concern about evaluation of their work being made available to local authority advisors.

As a result of this fear of possible misuse of evaluation information teachers began to exclude project coordinators from their planning meetings. As one headteacher expressed, "he did not want a parade of researchers stuffing thermometers into his staff."

Part of the difficulty in getting teachers to provide feedback information was a consequence of extra work
Opportunities for providing evaluative feedback on the experience of the curriculum development endeavor are afforded but participants are reluctant to take advantage of this.

Sense of identification

Exercise of influence

Coercive power

and a rejection by the teachers of the value of the sort of information that was being requested of them by the project team. As the researcher stated, "Teachers were not willing to engage in debate over issues that did not seem to help them face the problems of the classroom."

Reluctance to supply the evaluative information being solicited by the project team led project coordinators, "themselves former teachers selected from participating schools," to assume the role of chief source of feedback. Out of a sensitivity to the feelings of teachers and identification with the teachers the coordinators "attempted to protect the teachers from excessive demands of evaluation by assuming the role of participant observers and chief sources of feedback."

Summary of Incident

In the Butte-Angels Camp Experimental Schools (ES) project the superintendent modified the function of the
Fear of misuse of information

Opportunities are afforded for providing evaluative feedback on the curriculum development experience, but participants are reluctant to take advantage of this evaluation form being used by principals when they visited teachers to discuss the project by stating that it was also to be used to satisfy the school boards' demand for staff evaluation. The board had been pressing the administration to develop a system for staff evaluation but they wanted it based upon classroom observation. The last part of the form asked for teachers' attitudes toward the project. When the teachers inquired as to whether their tenure would depend upon their response they were told that, "yes it would."

Summary of Incident

In the Humanities project, feedback was solicited from project participants through structured feedback forms and audio-tape discussions. The researcher noted that, "...[Teachers] felt on trial and were reluctant to submit evidence for the prosecution." In reaction to a request by the researcher to do observation and interviewing, the researcher noted the following:
Opportunities for feedback on the curriculum development experience are provided participants, but participants are reluctant to take advantage of this.

Mr. Davidson said that while not opposed to my activities in principle, he was concerned that there should be someone in the school 'licking his lips' as he asked pupils for all the 'dirt' about the teachers (21, 143).

Teachers got together and voiced their concerns at a "protest" meeting.

Vulnerability

Exercise of influence

The researcher agreed to put in writing his purposes and procedures, ultimately requesting the teachers' approval and permission.

Establishing a Curriculum Development Identity

The conceptual category, "establishing a curriculum development identify" refers to the process of forming a conception of the substance and/or style of the curriculum development process during its early stages. There appear to be two types of conceptions of a curriculum development endeavor formed during the early stages of curriculum development processes. These two types can be characterized as follows: 1) Forming a conception of the substance/style of the curriculum development endeavor during its nascent stage, the nature of which is not tightly defined but is described within a broad framework the more specific nature of which is to be developed by the participants involved; and, 2) Forming a conception of the substance/style of the curriculum development endeavor during its nascent stage the
nature of which is fairly specifically defined from the beginning (see Table 3).

There appear to be certain types of forces operating in the above types of forming conceptions of curriculum development efforts. In the first type, wherein the participants are to develop the specific nature of the curriculum development endeavor the forces operating include:

- Belief in the potential of the project
- Values, goals, and intentions

There appear to be certain types of forces engendered by this type of conception of curriculum development endeavors. These forces include:

- Felt lack of guidance
- Confusion
- Suspicion
- Conflicting views
- Positive sentiment
- Exercise of authority

There appear to be certain types of forces operating in curriculum development efforts wherein the conception of the substance/style of the endeavor is fairly tightly defined from the beginning. These forces include:

- Values, goals
- Orientation
- Priorities and interests
### Table 3

**Establishing a Curriculum Development Identity**

<table>
<thead>
<tr>
<th>Types of Situations</th>
<th>Forming a conception of the substance/style of the curriculum development endeavor during its nascent stage, the nature of which is not tightly defined but is described within a broad framework the more specific nature of which is to be developed by the participants involved.</th>
<th>Forming a conception of the substance/style of the curriculum endeavor during its nascent stage the nature of which is fairly specifically defined from the beginning.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Types of Forces Operating</strong></td>
<td><strong>Values and goals and intentions</strong>&lt;br&gt;Belief in the potential of the project</td>
<td><strong>Values and goals and intentions</strong>&lt;br&gt;Orientation&lt;br&gt;Priorities and Interests</td>
</tr>
<tr>
<td></td>
<td>- Felt lack of guidance&lt;br&gt;- Confusion&lt;br&gt;- Suspicion&lt;br&gt;- Conflicting views of the nature of the curriculum development effort&lt;br&gt;- Positive sentiment&lt;br&gt;- Felt difficulties, unmet needs&lt;br&gt;- Exercise of authority</td>
<td>- Differing values&lt;br&gt;- Differing orientations&lt;br&gt;- Negative sentiment toward project&lt;br&gt;- Resistance&lt;br&gt;- Use of coercive power</td>
</tr>
<tr>
<td><strong>Types of Forces Engendered</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The forces that appear to be engendered by this type of conception of a curriculum development endeavor includes:

- Differing orientations
- Differing values
- Negative sentiment toward the project
- Resistance
- Coercive power

Conception Not Tightly Defined

Summary of Incidents

In the Experimental Schools project, the original curricular vision as set forth by ES/Washington called for a comprehensive approach to educational improvement. This comprehensive approach to educational improvement as set forth by ES/Washington was to include:

1) A fresh approach to the nature and substance of the total curriculum in light of local needs and goals
2) Reorganization and training of staff to meet particular project goals
3) Innovative use of time; space and facilities
4) Active community involvement in developing, operating, and evaluating the proposed project
5) An administrative and organizational structure which supports the project and which takes into account local strengths and needs (13, 54)

ES/Washington never prepared a detailed written explanation of the concept of comprehensiveness. Their desire was for "local level development of interests within the guidelines provided by themselves." The idea was to "make available the opportunity to test new ideas for educational improvement which are developed in and for a small rural school setting" (Emphasis in original).

ES/Washington did have some idea about the criteria for a good project. The most important of these criteria was comprehensiveness. Though they provided some documents to help define that idea, the superintendent of Butte-Angels Camp felt that ES/Washington never provided guidance adequate enough to facilitate the design of a comprehensive innovation. When asked if he knew what ES/Washington meant by the term 'comprehensive,' the superintendent
replied, "No, because I don't think they knew either. I think none of us knew. We were feeling for a definition." The superintendent believed that ES/Washington had other criteria but were keeping them secret as exemplified in the following statement,

...if they'd just told us to begin with, it would have been a lot easier than to try to outguess them all the time and wondering if we were getting the right things in (13, 162).

Summary of Incidents

In the Keele Integrated Studies project, the original curricular vision as set forth by the School's Council and Keele University was to "service and support innovations in Humanities teaching in the secondary schools."

The intent was not to initiate changes but rather to encourage and develop changes that were already taking place in the schools.

It was to be an invitation to the schools to join an experiment, not to try out a new syllabus. The organization of the project team
with the coordinators linking schools to each other and to the center was designed for the joint production and trial of materials. Broad guidelines were provided, but each school was to experiment within these (38, 44-45).

Project emphases, then, centered on an attempt to define what was meant by integration in the Humanities and to focus attention on actual work that was being done in the local schools and the possibilities of the development of new approaches to the teaching of Humanities.

In working out what was meant by 'Humanities,' the project team and the teachers developed different perceptions of the intent of the project. According to the project team, integration is not seen as soldering together existing subjects or any variant of them, to make one master blueprint of knowledge. The concern is to introduce children to subjects, seen as ways of understanding, which collectively can help them explore large issues and themes.... It will be important to ensure that a teachers' particular subject expertise is fully used... (38, 55).
Teachers however,

...believed that the intent was for them to become multi-subject experts and team teachers. They found this difficult because they did not want to give up their subject-matter roles...

Teachers maintained that the breakdown of subject boundaries and specialists perspectives was what was wanted (38, 55-56).

**Summary of Incidents**

The early documents of the Humanities Curriculum project described the general curricular approach. The central assumption of the project's design was that "there could be no effective, far-reaching curriculum development without teacher development." To promote this development, the team asked teachers to accept the project as a means of exploring for themselves the problems of teaching controversy rather than as an authoritative solution devised by experts. It was important for the success of the project that teachers "should see themselves as creators of curriculum change rather than
There can be no effective and far-reaching curriculum development without teacher development.... A curriculum may be static or dynamic. A static curriculum implies an attempt to set up a closely defined course and to hold it constant. A dynamic curriculum implies an attempt to set up a course which will change within a framework of constant high level principles as the teacher develops insight and skills. A static curriculum inclines to be 'teacher-proof.' A dynamic curriculum rests on teacher development and hence on the quality of teachers.... On the whole, it would appear that a relatively dynamic curriculum should be the aspiration of research and development projects. The more dynamic a curriculum the more it will help a teacher to be articulate about his purposes, capable of analyzing his work and self-critical. Such a curriculum is conducive to the development of professionalism in the best sense and often has effects which transfer throughout a teacher's work (23, 83).

And further,

It was attempting to operationalize an attitude towards curriculum which stressed teacher responsibility and judgment, as against an attitude which sees the development team as educational leaders who dispense expertise from a position of authority (37, 8).
Belief in the potential of the project to meet needs of staff and students

Positive sentiment toward project

The project did specify a new approach to teaching which described the role of the teacher as that of a neutral chairperson of discussions centered around controversial areas. Again, according to the director,

This new pattern of teaching radically changes teacher-pupil relationships and has profound implications for the authority structure of the school. Schools are not likely to succeed in the changeover if they won't face a move from authoritarianism (37, 10).

The teachers saw the project as a "radically different approach to the problems of early school leavers."

As stated by the teachers, the project

...figured centrally in our plans to provide a situation which would bring a group of teachers into contact with these pupils over a more extensive period of the school week than the time-tabling arrangement hitherto permitted (21, 264).

A strong belief in the potential of the project to assist the teachers in engaging students in more meaningful learning experiences was described by teachers.
Our initial high hopes of the project rested on the belief that it would assist us to produce a teaching programme which those adolescent pupils who formerly had gained little incentive from external exams would now come to accept as relevant and worthwhile (21, 263).

The "need to move away from authoritarianism" as called for by the project team was addressed by the teachers in the very beginning of the project. The teachers described their efforts at setting the stage for more pupil control as follows:

We began the opening session with the entire group of students sitting comfortably in the hall. There we outlined the nature of the project work that they were about to start; how it would involve them in group discussion of major human issues. The need to accept a large measure of responsibility for their own education was stressed. We pointed to the need for individual and group self-discipline rather than imposed discipline. We emphasized our own commitment to their interests and well-being. Our approach, in brief was essentially, humanistic (21, 268).
The teachers, however, encountered great difficulty early in the project in terms of relating to students in a less authoritarian manner. Apparently, the early school leavers did not share the interest and excitement of this approach to learning. As expressed by the teachers,

All of the students we had to work with were extremely difficult and uncooperative. When they were faced with teachers outwardly uncommonly tolerant and sympathetic their conduct worsened. They would not or could not match up to the expectations we had for them. We did not feel it was successful. It did not answer our needs, whatever our needs were, actually. We could not match up the materials to the type of kids we've got, many of whom have reading difficulties, many of them with personality problems, etc. (21, 269).

This led to the decision on the part of the teachers to change the approach back to the more authoritarian style "which the teachers saw as a precondition of effective curricular action." As stated by the teachers,

We had to ignore the advice being given. We took a formal decision that for some time ahead the characteristic feature of the
teacher-pupil relationships in the Humanities classes would be stable teacher domination (21, 271).

Conception Fairly Specifically Defined

Summary of Incidents

The School Planning Evaluation and Communication System (SPECS) project was "nurtured in a climate highly favorable toward improving accountability." It seemed to be the answer for increasing concern over public expenditure." The developers of SPECS "embraced the underlying ideas of Planning, Programming, and Budgeting System (PPBS) which was SPECS' ancestor." The developers of SPECS called it "a technological approach to educational planning." Further, the developers saw SPECS as,

...an attractive alternative to the kind of information-free seat-of-the-pants planning which has for so long characterized the teaching/learning process (45, 23).

SPECS was called "an approach--the essence of which...lay in developing ways to get and use information
Values, goals, intentions

Forming a conception of the substance/style of the curriculum development endeavor during its nascent stage the nature of which is fairly specifically defined from the beginning

about discrepancies between educational objectives and accomplishments." SPECS referred to processes, the use of specific documents and the planning of instructional units.

Most SPECS documents consisted of instructions and work spaces in which teachers were to supply names, instructional and evaluative processes, instructional outcomes, etc.... Measurement played a critical role. The emphasis was on pretesting and posttesting with separate columns for recording the details of such information.... These activities constituted the basic facet of 'doing SPECS' (45, 26-29).

The technological approach to the teaching-learning process valued by the project team was not similarly valued by the teachers. As expressed by one teacher,

SPECS technicians are trying to computerize intangibles such as professionalism or the long range effects on students... (45, 53).

Similarly, another teacher said,

It's too much the perfect cookbook that doesn't allow for individual temperament, talents, ideas, etc. or the time to fail, succeed, or stand still...the program makes no allowances for human idiosyncracies that so deeply affect classroom education (45, 53).
The different orientations of the project team and the teachers, as perceived by the teachers, is reflected in the following statements.

CASEA really tried hard but the developers are so far removed from us at the 'peon' level. We're working with kids and people (45, 48).

And,

...they sit in their office year after year and deal only with sheets of paper—names and figures in type. We are dealing with human beings, not factory products (45, 57).

These differing values and orientations seem to lead to negative sentiments toward the project. As one teacher queried,

Putting monetary values on teaching really offends me. What values do you put on an art lesson?.... What if a child doesn't get a lesson today, do I show him as a zero (45, 49)?

Another teacher expressed similar sentiments,

Frankly, the whole thing turns me off.... Junk and junk and junk...I just throw a lot of it in the wastebasket (45, 49).
Summary of Incidents

In the Career Education Project undertaken in Eastville the project director had a "coherent and clear-cut intellectual framework," which he "shared with the assistant superintendent." The assistant superintendent and the project director constructed an elaborate and complex conceptual framework for the project. They "postulated five stages of growth...twenty-three behavioral outcomes were specified and categorized into five stages..." Teachers were asked to respond to these behavioral outcomes and then "these behavioral outcomes were specified into more than 400 content specific behavioral objectives..."

The process of curriculum development was described as consisting of teachers organizing materials and ideas around the behavioral objectives and developing a curricular module for other teachers to use.
The researcher reported that teachers resisted the tight structure of the project and "regarded his/the project director's views as too theoretical and insufficiently grounded in experience at the classroom level.

Summary of Incidents

The superintendent of the R-2-R project in Lindation was described as an aggressive man with definite ideas on what the school system needed in order to improve. According to the researcher, "the superintendent's highest priority is in bringing the system's approach to the school district." The superintendent refers to the school district as growing up "like Topsy" and uses the reading program as an example of a situation in which,

...virtually each teacher uses a different reading program, teaches skills in a different order, and has a different priority on reading. As a consequence, the superintendent sees big holes in the reading curriculum.... To cope with such problems...in the curriculum the superintendent believes
that the district needs to adopt behavioral objectives in each subject area...as a way of unifying and coordinat­ing the educational program of the school district (40, 118).

The superintendent's priorities and beliefs in the necessity for a systems approach differed from the orientation of the project director. The project director was described as being "more interested in the whole reading experience of the child" and was "more interested in working with classroom teachers than in de­veloping reading specialist skills."

As the researcher described,

Against the superintendent's enthusiasm for a highly speci­fied reading system with formal diagnostic tests and record­keeping, was the project direc­tor's informal approach to diagnostic instruction in reading. The project director's main objectives were individual­izing instruction of reading through helping teachers informally recognize differences in students and providing guidance on how teachers could arrange individualized learning experi­ences to meet the needs of each child. The project director preferred using informal reading inventories to using formal diagnostic tests, preferred being concerned with 'the
totality of the reading experience as opposed to emphasizing basic skills and preferred helping teachers develop their own reading materials... (40, 27).

According to the researcher, the superintendent "wanted much more effort on the reading system objective...and began to pressure the project director to get busy on a reading system for the district. The superintendent also pressured the project director into serving as chairman of the curriculum committee responsible for writing a system of behavioral objectives for reading.

Project director "dragged his heels on getting started..." "hoped that this reading system objective would fade away..." The superintendent "seeing that little progress was being made toward developing a reading system" began to increase pressure on the project director.

The project director decided to resign. Superintendent promoted the project evaluator to project director.
According to the researcher, the project staff "moved ahead with less than enthusiasm..." and, except for the new project director who was an enthusiast of the systems approach, most of the staff favored the informal approach to reading improvement..."
CHAPTER VII

PRESENTATION OF CATEGORIES: ORIGIN OF A CURRICULUM DEVELOPMENT ENDEAVOR AND SOCIAL ORGANIZATION

Origin of a Curriculum Development Endeavor

The conceptual category "origin of a curriculum development endeavor" refers to those events or persons from which the curriculum development endeavor is ultimately derived and to the factors in existence before the curriculum development endeavor comes into being.

There are two dimensions characterizing this category. The first of these dimensions is "before-the-beginning." The second is "inception of a curriculum development endeavor."

The "before-the-beginning" dimension of the origin of a curriculum development endeavor refers to the events that occurred prior to the curriculum effort which appear to become part of the curriculum development endeavor. This dimension is further characterized by the following types of situations. 1) Situations in which incidents occurred prior to a group's coming together for the purpose of developing curriculum the dynamics of which are marked by conflict; 2) Situations in which incidents occurred prior to a group's coming together for the purpose of developing curriculum the dynamics of which are marked by support.
The second dimension of the category "origin of a curriculum development effort" is "the inception of the curriculum development endeavor." This dimension refers to the act(s) or process of beginning curriculum development and includes the impetuses for the curriculum development project and the manner of initiating the curriculum development project.

Impetuses for curriculum development efforts are characterized by the following situations: 1) situations in which the incentive base is shared by the various participants; and, 2) situations in which the incentive base is not shared by the various participants.

The manner of initiating is further characterized by the following situations: 1) situations in which the manner of initiating the curriculum development project and seeking the involvement of participants was one of imposition; 2) situations in which the manner of initiating the curriculum development project and seeking the involvement of participants was intended to be invitation, but was interpreted as imposition (see Table 4).

There appear to be certain types of forces operating in situations in which incidents occurred prior to a group's coming together for the purpose of developing curriculum the dynamics of which are marked by conflict. These forces include:

- Differing values
- Authority
**TABLE 4**

**ORIGIN OF A CURRICULUM DEVELOPMENT Endeavor**

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Before-the-Beginning</th>
<th>Inception of the Curriculum Development Endeavor</th>
<th>Member of Initiating Curricular Endeavors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Types</td>
<td>Heritage of Conflict</td>
<td>Heritage of Support</td>
<td>Incentives for the Curricular Endeavor</td>
</tr>
<tr>
<td></td>
<td>Situations in which incidents occurred prior to a group's coming together for the purpose of developing curriculum the dynamics of which are marked by conflict.</td>
<td>Situations in which the incentives base is shared by the various participants.</td>
<td>Situations in which the manner of initiating and seeking the involvement of participants was one of imposition.</td>
</tr>
<tr>
<td>Forces Operating</td>
<td>-Differing values -Authority -Differing needs -Beliefs about the basis of the project</td>
<td>-Positive regard for leader -Belief in the intrinsic worth of a project -Dissatisfaction -Perceived enthusiasm, commitment of others -Sense of burden of change -Interest based on experience</td>
<td>-Personal and professional stake in the project -Differing priorities -Reward power</td>
</tr>
<tr>
<td>Forces Engendered</td>
<td>-Negative sentiment toward project</td>
<td>-High level of commitment</td>
<td>-High level of commitment -Antagonism -Suspicion of others' motivations for participating -Negative sentiment toward project</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-Positive sentiment -Exercised of expert power</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-Alienation -Perception of tokenism -Negative sentiment toward project</td>
</tr>
</tbody>
</table>
• Differing needs
• Beliefs about the basis of the project

The type of force that appears to be engendered by this situation is:
• Negative sentiment

Before-the-Beginning

Summary of Incidents

The faculty of the James Weldon Johnson school where the Afro-American curriculum project was undertaken had been hand-picked under the administration of the previous principal. The teachers were recruited by parents and staff from the school and they were carefully screened for their racial attitudes. The teachers were deeply committed to the first principal who was a white integrationist. One of the teachers described the commitment as follows,

He was an evangelical guy, a tremendously powerful personality who enlisted an enormous commitment from teachers. During his years teachers were in the school morning, noon and night, seven days a week. He was there himself, from six in the morning until midnight. Some teachers left after the
first few years from sheer physical exhaustion. The commitment was so tremendous those first few years, that, literally, there were teachers who separated from their husbands because of their commitment to the school. On the other hand, a lot of people couldn't take what was going on and left. In many cases, there were people we wanted to have leave because they could not adapt to what we were trying to do (41, 3).

Another teacher said,

...for me and many others it was like a shot in the arm. I don't know what pure heroin is like, but I think that is the feeling. It was the most up time that I can remember.... The norm at the school was changing. A new norm came in and the philosophy of Johnson was that every child can learn (41, 3-4).

Thus, there was a strong commitment to the first principal and a sense of shared value in his integrationist approach. This principal was replaced by Wilder under whom the Afro-American curriculum was to be developed. Wilder, as described by the researcher, adhered to a highly personal variety of black separatism while principal in a district and school committed to integration. As expressed by the principal,
We're in the business of indoctrinating children whether we like to call it that or not. And if I have some power, then I'm going to indoctrinate the kids into blackness—teachers, too. It would be better for our kids if this were a black school with a black staff, because then you wouldn't have to deal with the problems of white people relating to blackness. All you'd have to deal with is black people relating to it—which is problem enough. We could say things to each other that differ from what you can say in a mixed group of staff or kids. That would be good. Unfortunately we're in the stage of development now where we as blacks must separate and develop our own, or else we'll still be swayed by other people. We don't have a culture that's strong enough not to be swayed. We haven't had a chance to come together and pull it together (41, 12).

After the first meeting was held between the elementary teachers and the university staff for the purpose of developing an Afro-American curriculum, the staff reacted negatively. As reported by the researcher,

On the way out of the meeting, I asked Mrs. Washington, a black primary team leader, what she thought of the in-service. She said that she didn't believe in the idea of the Afro-American curriculum at all. "They are
going to teach these children to hate, but not to read.' Someone asked Cliff Wallace if he would like to go off somewhere for a baloney sandwich, and he said, 'I'm not hungry for any more baloney this afternoon.' Since Karen Waters, Carla Young, Janet Carruthers, Cliff Wallace, and Mrs. Washington were all team leaders, that was five out of seven team leaders heard from. The other two also gave negative reactions to the in-service in their interviews (41, 46).

Summary of Incidents

In the Butte-Angels Camp Experimental Schools (ES) project, a conflict existed between a large majority of secondary teachers and the superintendent and the school board. They differed primarily over issues involved in their efforts at collective bargaining, but also over ideas about program development and the extra work teachers felt the superintendent demanded of them.

When an impasse was reached over salary increases an arbitration panel was established. The panel's authority was limited in that its recommendations were non-binding. The arbitration
panel recommended that teachers receive a small raise, but the school board rejected the panel's recommendation and granted no raise at all. The teachers believed that the superintendent, as a member of the school board negotiating team had to share the blame for that decision. Since the superintendent was the prime mover behind the ES project and because of the timing of the refusal to raise salaries, teachers objected to the project even before it began.

Many of the teachers objected strongly to the approach to teaching which the superintendent had been advocating for three years prior to the project's beginning. They argued that it devalued subject matter expertise and required them to play a role for which they had no training. As expressed by one teacher,

A lot of us felt that we had no business...playing around in the personal lives of children and making diagnoses that involved complex psychological understandings that we didn't have; that took us
Differing priorities and interests

Negative sentiment toward project

Perceived prejudicial basis of the project

Negative sentiment toward project

out of our subject matter area. Subject matter was kind of dismissed as inconsequential (13, 157).

These teachers were more interested in a change like "introducing curriculum coordinators who could emphasize special subject matter competence and instruction." They also wanted a "tougher approach to discipline" which was felt to be incompatible with personalized education.

Summary of Incidents

The project director of the Right-to-Read (R-2-R) project had initiated a model of learning, which was the basis of the R-2-R project, several years earlier under a Title VI grant which focused upon early education for the handicapped. Because of the identification with Title VI many saw the project as being geared toward mentally handicapped children. This contributed to accusations that the project was based upon a deficit model of black learning ability. This led to members of the school board expressing
opposition to the director and to the project. As described by the researcher,

After a visit to the project and a conversation with the director, the president of the school board became convinced that the director did not believe that black children could learn and objected strongly to this (40, 53).

In situations in which incidents occurred prior to a groups' coming together for the purpose of developing curriculum the dynamics of which were marked by support the force that appears to be operating is positive regard for the project director. The force that appears to be engendered is positive sentiment for the project.

**Summary of Incidents**

The Career Education project director in Midville was described as "highly regarded and well-liked by both administration and school level personnel." He had "spent his entire professional career of more than twenty years in Midville and had worked his way up the ladder." Midville already had a "very sophisticated well-developed vocational education program which had been established and directed by
this same person." The project director got "strong backing from the LEA headquarters and from all of the principals."

The second dimension of the category "origin of a curriculum development endeavor" is "inception of the curriculum development effort." Inception refers to the act or process of beginning the curricular effort. The two dimensions of inception generated from the data are impetuses for curriculum development" and "manners of initiating curriculum development." Impetuses for curriculum development is further characterized by the following: 1) situations in which the incentive base is shared by the various participants; and, 2) situations in which the incentive base is not shared by the various participants.

There appear to be certain types of forces operating in situations where the incentive base is shared. These forces include:

- Belief in the intrinsic worth of the project
- Dissatisfaction with present situation
- Perceived enthusiasm, commitment of others
- Felt need for change
- Interest based on experience

The type of force that appears to be engendered by this situation is:

- High level of commitment
The Inception of a Curriculum Development Effort

Summary of Incidents

The immediate impetus for the Humanities Curriculum project in Canon Roberts was the commitment of the Headmaster to the nature of the project. As reported by the researcher,

There is little doubt that the Headmaster's commitment to the philosophy of the project was a prime influence in determining participation (21, 193).

The level of commitment held by the Head is reflected in the following statement,

HCP offers me a recognized kind of experimental work which presupposes the values I believe in. I believe that HCP is a Christian approach to a civilizing process that takes for granted the child is a thinking person. It's more than a five period subject. It represents a way of life for young people (21, 193).

The high level of commitment exuded by the head along with a dissatisfaction with the present program and a felt need for change seemed to be the basis for the teachers' willingness to participate. As expressed by one teacher,
I think the Head was anxious, felt that some sort of answer was needed for his children, and he was prepared to volunteer his school for a scheme like the Stenhouse project when it came up.... I was very pleased to be in it, although we didn't exactly know at that time what it was going to be, what the work exactly was (21, 193).

Another teacher pointed to dissatisfaction with the present program and the felt need for change.

...you see we were so fed up with conventional things that almost anything would be better and so here we are, we're involved in this particular scheme (21, 195).

Another teacher expressed similar dissatisfaction as reflected in the following statement,

...we'd had a hell of a job with the first 4th year leavers in '67 '68 using a traditional curriculum; then the project came up out of the blue (21, 195).

Summary of Incidents

In the Rosehill Humanities project, the incentive to participate appears to be based upon belief in the intrinsic worth of the project, dissatisfaction with the present program, a felt need for change and previous experience.
with a similar effort. As expressed by the Head,

When I heard that the idea had been suggested by the Schools' Council, I was determined that Rosehill should be the local school in the trial... (21, 92).

And further that,

At my former school I was trying something similar. I felt it was highly desirable for 4th year boys...that they should become involved in the Humanities rather than formal subjects that they'd been doing for three years and that, in some cases, they hadn't benefited from. There should be a change of approach. I wrote back that I would do all that I could to ensure that Rosehill was the school (21, 90).

An understanding of the project based upon similar previous experiences and dissatisfaction with the present situation was also expressed by teachers. As stated by one,

It was something I was interested in because I'd done something similar in the past in a way...I've thought for some years now...that we tended to underestimate these young-sters because in the system you've labelled them 'B', 'C', or 'D' into categories (21, 92).

There appears to be certain types of forces operating in situations in which the incentives are not shared. These
forces include:

- Personal and professional stake in the project
- Differing priorities
- Sense of burden
- Coercive power

There appear to be certain types of forces engendered by situations in which incentives are not shared. These forces include:

- High level of commitment
- Low level of commitment
- Use of coercive power

Summary of Incidents

The immediate impetus for the Career Education project in Eastville was the interest of the assistant superintendent in the project itself. The project reportedly came as a result of the assistant superintendent's initiatives and was an outgrowth of other exemplary projects he had been responsible for in the district. As part of his dissertation experience, the assistant superintendent had designed a model for career education. With regard to the career education project the assistant superintendent said,
For the first time in my twenty years of professional life I decided what I wanted to do for the rest of my career (33, 57).

Due to strong pressures from the community and from central administration, the teachers felt that their first responsibility was to improve reading scores. They were being held accountable for this. Classroom activities designed to meet this goal were given first priority. The teachers felt that they clearly had more at stake in improving reading scores than in implementing career education.

**Summary of Incidents**

In the Butte-Angels Camp Experimental Schools (ES) project, the principals did not share in the superintendent's enthusiasm for the ES project. They indicated to the researcher that they were "fatigued from earlier special projects and that ES just added to their work." The teachers reported that,

The principals are well-meaning individuals who happen to get caught in the middle of this situation, having to agree with the faculty's dissent about the project, and at the same time
Low level of commitment

↓

Use of coercive power

holding on to their jobs which means cooperating with the superintendent. They've expressed that themselves in informal conversations with the teachers (13, 172).

The researcher reported that the superintendent devoted much of his fall administration meetings to "exhorting principals to support the program vigorously."

Summary of Incidents

In a similar situation, teachers participated in the School Planning, Evaluation, and Communication System project (SPECS) primarily because they believed their jobs were tied to their willingness to participate. Teachers felt that they had been "strictly railroaded;" that they had been "forced by our district [the superintendent] to go along with a popular trend in education that calls for accountability and dehumanizing activity...." Teachers were told that "if they didn't like it, they should go elsewhere."

The superintendent, on the other hand, had much more at stake. As reported by the researcher,
The superintendent did not have the option of failure; his superintendency was not a pilot venture; and, the manner in which he endorsed SPECS suggested far more personal involvement than one would find in a casual trial run (45, 47).

The second dimension of the category origin of a curriculum development endeavor, inception of a curriculum development endeavor, is further characterized by three manners of initiating. These include: 1) situations in which the manner of initiating the curriculum development project and seeking the involvement of participants was one of imposition; 2) situations in which the manner of initiating the curriculum development endeavor and seeking the involvement of participants was through invitation; and, 3) situations in which the manner of initiation and seeking the involvement of participants was intended to be invitation but was interpreted by participants as imposition.

There appear to be certain types of forces operating in situations in which the manner of initiating is through imposition. These forces include:

- Beliefs about teachers
- Coercive power

There appear to be certain types of forces engendered by this situation. These forces include:

- Antagonism
- Suspicion
- Perceptions of others' motives
Summary of Incidents

A district had been awarded a three-year grant to design and administer a reading program. The assistant superintendent selected the project director as well as the schools which would participate. The principals of these schools were "notified, not consulted," about their involvement in the reading program. As the original researcher noted,

One principal said she was notified late one afternoon to attend an R-2-R meeting in Washington the next day (40, 53).

The project director worked directly with the teachers in the schools. Within a school system, the director imposed his system on all teachers at a given grade level. During the initial months of the project, he "blitzed" the teachers with all the components of the project. He went into the classroom, took out the desks, and arranged the tables and screens the way he thought best. He rigidly imposed a scheduled sequence of activities on teachers. The project director said that,

The imposition of a totally new complex system on teachers gave
Beliefs about the characteristics of teachers as professionals

The director of the project used what he referred to as "shape and shove" techniques to obtain the good performance of teachers. Whenever possible, he tried to win teachers to his system by providing personal and tangible support, through advice, demonstration and materials. If that did not work, he resorted to shove techniques to obtain behavioral changes such as additional work. He justified this by thinking that teachers "are methods oriented," that they "do not set measurable objectives and, therefore, rarely analyze data," that they "would try to avoid additional work," and that they "would not use their time wisely unless it was structured for them." Therefore, the director believed that "administrators asked them to do." He also made a special effort to gain the support of administrators because he believed that "teachers would comply with whatever administrators asked them to do." He also thought that "teachers would not use their time wisely unless it was structured for them." He generally did not have the knowledge to actively resist the director.

Use of reward power and/or use of coercive power

Imposition as a manner of initiating and obtaining the involvement of participants

Imposition as a manner of initiating and obtaining the involvement of participants

Because the teachers were confused, asked questions, but generally did not have the knowledge to actively resist (40, 58).
embarrassing teachers in front of their colleagues.

Many teachers believed that "schedules were excessively rigid" and that "instructional activities were overly prescribed." They feared that teaching would become "monotonous and children would suffer from a lack of individualized attention."

**Summary of Incidents**

The superintendent of the South-lane district had decided on the need to better coordinate the schools in the district; to improve the quality of curriculum planning; and, to anticipate growing interest in accountability. He prepared a position paper for the board and began to search for a program. The same year the Center for the Advanced Study of Educational Administration's (CASEA's) funding was made contingent upon directing more of its efforts to developmental work and to projects designed to be of immediate utility to school people. The superintendent heard about the SPECS project
and he and the CASEA project team agreed to work together. The superintendent volunteered his district and his staff. This manner of initiating stirred up much negativism on the part of teachers. Strong sentiment was expressed against the way in which the project was introduced. As expressed by one teacher,

As a professional person there are rights and responsibilities of teachers. I should have a say as to what goes on in my classroom. If this had been introduced for us to try, that would have made a difference (45, 47).

Another teacher said,

It has stirred up much negativism among the staff and instead of bringing staff closer together in a positive manner, they seem resentful of how SPECS was pushed on them (45, 52).

Participation in the SPECS project was, in many cases, felt to be due to pressure from administration. One teacher said,

I feel that the SPECS program was pushed on us. Many of the teachers in this district were told that it was either do the project or lose your job (45, 52).
Another teacher expressed that "teachers have responded to the SPECS program because of pressures from above only."

The manner with which the curriculum development endeavor was initiated seemed to affect participants' perceptions of others' motives for engaging in the endeavor. The reason for participating often times looked like personal or professional gain. As expressed by one teacher,

When they first came down here and put the stuff all over the walls, it was just too much. I always thought they were a couple of guys working on their dissertations.... One of them especially seemed so tied up in this and so proud...like in some personal satisfaction in seeing that his baby has made it (45, 44).

With regard to the superintendent another teacher said,

Frankly, I hope that the superintendent fails upward. When the whole state goes PPBS, I hope he'll be in charge. He's dealing so much at the higher echelons already that his mind is completely away from the classroom teachers. He just doesn't speak our language anymore (45, 47).
Another type of manner of initiation which emerged from the data was that of invitation. Invitation refers to those situations in which participants are asked if they wish to participate in the curriculum development endeavor.

The force that appears to be operating in this type of initiation includes a felt need for the expertise of teachers. The forces that appear to be engendered by this type of initiation are positive sentiment and the exercise of expert power.

Summary of Incidents

In the Arcadia Experimental Schools (ES) project, teachers were informed about the award prior to the beginning of school. Each teacher made an individual decision whether to participate in planning for the ES project and which, if any, curriculum committee to join. Many of the committees were composed of teachers sharing similar teaching responsibilities. Teachers and administrators remembered those first months during the Fall of 1972 as a "time of high-spirited cooperation."
Summary of Incidents

The principal of a school and a university professor drew up a proposal for an Afro-American curriculum project. The proposal called for the Afro-American Institute university professors and the teachers from James Weldon Johnson to work together to develop and introduce an Afro-American elementary curriculum into Johnson. Teams of teachers would be sent one at a time to work with the university African specialists. The principal presented the proposal to the board and got their backing. He then announced to the parents that he had made a proposal to the board. The principal then turned to the teachers to get their support "believing that their support was vital, since it was they who would have to supply the expertise as to what kind of curriculum material was appropriate at the elementary level." The principal suggested that each team discuss the proposal and that 80 percent of the team in favor should be considered a 'yes' vote.
The team discussed the possibility of participating in the curriculum development endeavor and during the discussion there surfaced many needed changes as perceived by the teachers before they would be willing to participate. The team voted not to participate and drew up a list of reasons why and of conditions that would have to change before they would agree to participate. The principal agreed to make whatever concessions the teachers felt necessary in order to get their support.

Another type of manner of initiation occurred in situations in which the manner of initiation and seeking the involvement of participants was intended to be invitation but was interpreted by participants as imposition.

Summary of Incidents

In the Keele Integrated Studies project, the project team approached the local authorities and explained the project. This was followed by a meeting with the heads of schools who expressed an interest in the project. Then visits were made to the schools.
to give further details; to meet the staffs; and, to seek their cooperation.

The researcher reported the following reactions to the attempts by the project team to inform the teachers and to gain their interest.

There were too many meetings and handouts early on. I gave up going to Keele and threw the papers away. I'd better things to do than read that rubbish (38, 26).

We didn't need ideas but contact with lively minds in person. What we got was a jargon--loaded diatribe that alienated many people. It emphasized how out of touch research and teaching is nowadays (30, 27).

There was a complete misunderstanding of the level at which teachers were prepared to be interested. They weren't on a course in curriculum theory, they were doing their best to keep afloat in the classrooms (38, 27).

The project team viewed the situation differently from the teachers. They felt they had a responsibility to pub basic issues before the teachers to ensure that the implications of introducing integrated studies were understood. They realized that integration was a complicated process and
that there was danger that teachers would join the trial with enthusiasm but without sufficient realization of the snags.

The implications of introducing integrated studies, the basic issues and the complexities of integration were of major concern to the project team. The teachers saw this largely as "jargon" and lack of concrete advice about what to do with problems of a more practical nature such as "poor readers" and "keeping afloat in the classroom." This, according to the researcher, served to "alienate many people leaving them feeling somewhat threatened by the level of theoretical discussion.

**Summary of Incidents**

In the Arts-Centered curriculum project, the central office was concerned "not to impose the program in any school." A letter was sent to all elementary principals with a brief prospectus of the project and a request that principals indicate staff
interest in participation. Willingness to participate was to be a critical factor in school selection. The process of selection was recalled by one of the teachers and reported by the researcher,

Mrs. E. mentioned the suddenness of the events last spring; that the teachers were asked by the Principal, individually, their interest one day, the next day they were told the district's differentiated staffing people would speak to them the next day after school, the next day the staff listened to 'kind of a hazy presentation' and the next week they were told they were it. The teachers were then given an opportunity to read the proposal, but 'none of us read it the same way (36, 35).

Another teacher expressed the belief that the invitation to participate and opportunity to express interest was a sham. The staff was selected when the school was selected and according to the researcher,

Mrs. F. said that several teachers felt the school had been selected before the teachers were asked to express an interest in the program. She said that the description of the school in the proposal fit this school, but not any other
Lack of support in the elementary school in the district. They felt they were just going through the motions in making a decision. Many teachers felt they could not support the project (36, 36).

Social Organization

The conceptual category of "social organization" refers to the building of working relationships and patterned ways of communicating among the persons participating in the curriculum development endeavor. There are two dimensions characterizing this category. The first of these is a leadership/decision-making process dimension. The second of these dimensions is comprised of role related factors.

The leadership/decision-making process dimension of the conceptual category "social organization" is further characterized by the following type of situation. Situations in which the leadership style and/or decision-making process leads to problems in balancing autonomy with support, guidance, and direction to persons participating in the curriculum development endeavor.

The dimension, role-related factors, is further characterized by the following types of situations. Situations in which a curriculum development project is being undertaken in a school and only part of the staff is participating in the project. Situations in which new roles are created and filled by persons from within the local setting. Situations in which new roles are created and filled by persons from outside the local setting (see Table 5).
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**TABLE 5**

SOCIAL ORGANIZATION

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Apprehension
Felt strain
Negative sentiment
Felt lack of support
Cohesiveness
Perceived norm violation
There appear to be certain types of forces operating in situations in which the leadership style/decision-making process leads to problems in balancing the acknowledgement of the autonomy of persons with the providing of support, guidance, and direction to persons participating in the curriculum development process. These forces include:

- Beliefs in democratic principles
- Felt need for expert authority
- Perception of role
- Interpretation
- Purposes and Intentions

There appear to be certain types of forces engendered by the above type of situation. These include:

- Negative sentiment
- Feeling ignored
- Confusion
- Fear
- Unmet need

**Leadership Style/Decision-Making Process**

**Summary of Incidents**

In 1968, the headmaster of Canon Roberts had finished his Master's degree in education for which his thesis was "Catholic Social Policy - A Democratic Structure for Secondary
Beliefs in democratic principles
Felt need for expert authority

Situations in which the leadership style and/or decision-making process leads to problems in balancing the acknowledging of the autonomy of persons with the providing of sufficient support, guidance, and direction to persons participating in the curriculum development process

Schools." A strongly held preference for a horizontal decision-making structure characterized the leadership style of the headmaster. As he himself expressed,

I'm organizing this school in the same way in which our larger community is organized—democratically. It diminishes my influence, but what if I had a fundamental policy which was opposed to the majority of teachers? This would be chaos. This divine right of heads is a lot of nonsense (21, 186).

Teachers, on the other hand, though sympathetic to the headmaster's belief in democracy, expressed difficulty with this type of leadership. As one teacher said,

The head's system of individual responsibility of members of the staff is fine in principle, and maybe it would work if you had an experienced stable staff, but with so many young teachers here, they need some authority to back them up and more guidance than they get. What happens here is, you go to the headmaster with a problem and he gives you a great welcome, but you've only got five minutes and you've got a big class waiting for you, but he talks to you for half an hour while the class are screaming their heads off and, at the end of it, you don't feel you've got anywhere or been given any help that's at all practical, so you just stop going (21, 187).
Similarly, another teacher said,

This is our real trouble. The school needs orders and it needs, let's face it, I know it sounds awful, some sort of hierarchy and somebody who's willing to say: this will be done. This is the fundamental weakness of this school...It's such a radical change from what we've been accustomed to. We've been accustomed to being told what to do. As subordinates we've never been really in autocratic positions. It's difficult when there's no one to tell you. We're lost in a way, I suppose (21, 188).

Summary of Incidents

In the Rosehill school, the headmaster expressed a preference for democratic leadership and shared decision-making.

...something imposed from above is not always the best thing and if we can get a united staff because they've had a say in the running of the school, this suits me much better (21, 81).

However, he also felt that there were difficulties attached to this style of leadership and decision-making, a major one being the felt expectations of teachers to have him make the decisions. As the headmaster expressed,
Situations in which the leadership style and/or decision-making process leads to problems in balancing the acknowledging of the autonomy of persons with the providing of support, guidance, and direction to persons participating in the curriculum development process

One of the staff said to me, 'I thought you were made of sterner stuff. When you first came here I thought we had somebody who would be boss.' And when he found I was letting people make decisions he thought it was a sign of weakness. I often find it would be very much easier for me to make the decisions and very much easier for the staff (21, 81).

Staff members of the school expressed their attraction to this leadership position,

It would be commonly agreed, we think, that its philosophical position was unexceptionable. More than this it was an attractive formulation stressing as it did group involvement in the decision-making process; power with people, and not power over people! It implied the Headmaster's acknowledgement of the importance of the views of all of his colleagues (21, 278).

However, at the same time, there seemed to be a felt need for more direction and expectations of formal authority to be exercised. As expressed by the staff,

If the headmaster's administrative arrangements were inadequate to the arrangements of the school, principally because they depended on an idealized conception of professional responsibility on the part of his colleagues, which, in the nature of the case, they could not quite match up to, we would argue that it was his responsibility, first and foremost
to restyle the organizational pattern.... As far as the project was concerned we can only speculate about the likelihood of a more systematic, and indeed more typical, organizational structure increasing its chances of success (21, 280).

**Summary of Incidents**

Teachers in the Afro-American Curriculum project spoke to a similar situation. A major source of satisfaction and happiness, as expressed by one teacher, was the acknowledging of teacher's autonomy.

You have enough freedom to do practically anything you want to do. If you are willing to do the work, there is an opportunity for you to design your own type of situation. It treats people with respect and gives them the opportunity to solve problems; whether it's the problems of the community, parent relations, or problems of classroom management or anything like that. You are allowed to do whatever you can do. That's what makes me happy (41, 20).

At the same time there is a deeply felt need for more guidance and expert authority than was being provided or exercised.

As expressed by one teacher,

Everybody was sort of angry last year. We had a lot of teachers who set up their own programs. They had ideas on what they wanted
Situations in which the leadership style and/or decision-making process leads to problems in balancing the acknowledging of the autonomy of persons with the providing of sufficient support, guidance, and direction to persons participating in the curriculum development process

Negative sentiment (Anger)
Feeling of unmet need

Perception of role interpretation

Other teachers said,

There isn't too much leadership from the administration in terms of the curriculum and in terms of instruction... (41, 14).

and,

I generally look for more leadership from him / the principal/. I don't need somebody to tell me what to do to discipline my children or handle tense problems, but I do need someone who is a leader in curriculum... (41, 14).

Summary of Incidents

In the Keele Integrated Studies project, the School Council's perception of its role was that of

...a consortium backed by local authorities to do work on a national scale; that it is in theory and practice controlled by the teaching profession itself and that it has no authority over teachers (38, 32).

As a consequence, it was anxious "to give as much autonomy to its project team as possible." Translated into practice it turned out that the
Situation in which leadership style and/or decision-making process leads to problems in balancing the acknowledging of autonomy of persons with the providing of sufficient support, guidance, and direction to persons participating in the curriculum development endeavor

Feeling ignored

School Council in an attempt to preserve the autonomy of the project team, "didn't visit Keele, the headquarters of the project, for six months." This was interpreted by the project team as a "lack of interest" on the part of the Schools' Council.

The position of the project team with regard to the teachers was that it was anxious not to impose any ideas on the teachers; rather, the project team's intention was to offer assistance in helping the teachers to develop their own ideas and interests. The teachers, on the other hand, reportedly "...wanted more direction; more of a blue-print for action." At the same time they "...wanted the freedom to adjust materials and methods to their own classroom conditions." When the project team refrained from telling the teachers what to do, they were viewed as "...not knowing very much." If, on the other hand, the team was perceived as giving
Perception of role and intention

Situation in which the leadership style and/or the decision-making process leads to problems in balancing the acknowledging of autonomy with providing sufficient support, guidance, and direction to persons participating in the curriculum development effort

Negative sentiment

Situations in which the leadership style or decision-making process leads to problems in balancing the acknowledging of autonomy with sufficient support, guidance, and direction to persons participating in the curriculum development endeavor

Confusion as to nature of the project

too much direction the reaction was "who are you to tell us?" "How can you tell me how to teach?"

Summary of Incidents

In the Butte-Angels Camp Experimental Schools (ES) project, ES/Washington was, in the beginning, sparing in its advice to the district. Initial guidance was low because one of the ES/Washington's purposes was "to make available the opportunity to test new ideas for educational improvement which are developed in and for a small rural school setting."

Butte-Angels Camp personnel felt that ES/Washington "never provided enough guidance adequate to facilitate the design of a comprehensive innovation." This led to some confusion about the nature of the project. When asked if he knew what ES/Washington meant by the term "comprehensive" the superintendent replied, "No, because I don't think they knew either. None of us knew. We were feeling for a definition."
When ES/Washington took a more direct leadership role in decision-making through questioning many parts of the plan, "technical jargon" buried in the plan—differences of opinion with regard to positions, evaluation plans, etc. this "left them [Butte-Angels Camp administrators] with a fear of ES/Washington that lasted until a new program director was named two years later."

**Role-Related Factors**

The second dimension of the "social organization" conceptual category is characterized by several types of situations affected by role-related factors. One of these types of situations is a situation in which a curriculum development project is being undertaken in a school and only part of the staff is participating. There appear to be certain types of forces operating in this situation. These include:

- Perceived in-group identity
- Perceptions about those participating

There appear to be certain types of forces engendered by this situation. These include:

- Feeling excluded
- Negative sentiment toward project
• Negative sentiment toward other teachers
• Perceived norm violation

Summary of Incidents

In the Humanities Curriculum project of the Rosehill school, reference was made by nonparticipating teachers to an in-group identity which had developed on the part of the teachers participating in the project. Nonparticipating teachers alluded to a secretiveness which appeared to surround the project's activities in the school. One of the teachers expressed this during a faculty meeting,

Why was it that, even when they inadvertently left some material lying on the common room table, before anyone could get a look at it, it would be furtively swept away by a sudden hand appearing.... If this is such a good thing...why aren't we all joining in? Why leave the rest of us out of it? We want to know about it (21, 141).

The headmaster expressed the tension and friction that built up around the project as a result of the participating teachers being perceived by nonparticipating teachers as a privileged group.
...in the first year they were unwilling to bear with the Humanities group. They thought they were a little privileged... but they thought...we'll bear with them for the first year and see what happens... Because of the difficulties we've had we've excluded some boys from the Humanities group and the Humanities teachers found that they had to have rather more time to themselves for conferences...which meant they stayed out of assembly more often...and I was having a bit of a blitz on members of staff going into assembly they thought: 'These are the privileged few, they can stay out at will.... So in these two ways having a certain amount of time off and seemingly picking and choosing the boys they were going to teach...this tension and friction built up.... During the year French has been privileged in some ways in that it had extra money over and above the capitation allowance.... It had more money and it had extra time given to it.... And yet this didn't seem to cause the sort of resentment that Humanities did (21, 176).

Nonparticipating teachers felt that the Humanities project was essentially a violation of the norm.
As expressed by one nonparticipating teacher,

I believe you've got to put it into a school that will accept this, this business of negotiation, evaluation of problems and coming to terms which,
Situation in which a curriculum development endeavor is being undertaken in a school and only part of the staff is participating

Nature of project perceived violation of norms

sometimes, perhaps the staff wouldn't always like.... But to put it into a school like this, particularly where you've got corporal punishment which is quite strong, and you've got a rigid, a very rigid type of discipline...it causes some frustration (21, 179).

It was felt that this contributed to factionalism. As one nonparticipating teacher said, "there are just two groups in this school, the hard disciplinarians and the ones who liberalize and rationalize to some extent." Another teacher who was not participating expressed a similar view, "You're going to get this problem; half doing one thing and half doing another."

Summary of Incidents

In the Keele Integrated Studies project, teachers who were participating clearly felt, according to the researcher, "overworked compared to the other teachers." They felt they were "taking the strain while other teachers carried on the easy life." Participating teachers would ask,
"What do we get out of it in comparison to the 9 to 4 teachers?"

Another type of situation characterizing the conceptual category "social organization" is that in which new roles are created and filled by persons from outside and there is no previous history of their working together.

There appears to be a certain type of force operating in this type of situation. This force is:

- Differing orientations

There appear to be certain types of forces engendered by this situation. These include:

- Apprehension
- Felt strain
- Negative sentiment
- Felt lack of support
- Cohesiveness
- Perceived norm violation (see Table 5)

Summary of Incidents

In the Keele Integrated Studies project, the director was brought in from outside the school systems involved. Being brought in from outside was described as "experiencing a shock to the system." Further, in reference to the project team, he said,
Situations in which new roles are created and filled by persons from outside. There is no previous history of working together.

Apprehension (teachers), and felt strain

All of us had been teachers. Now we were trying to influence the situation from the outside...we were seen as outside the system...advisors, heads, and teachers wanted to find out what we added up to.... They were apprehensive and wanted to find out the limits of our interference (38, 136).

The director added that,

One can take a good deal of strain if one has the security of a supporting professional situation and if you know what one is trying to do. But in the early weeks and months, we had not settled down as a working team and had only a slowly emerging idea of where we were going. (38, 149).

Summary of Incidents

In the Afro-American curriculum development effort, the James Weldon Johnson elementary teachers and the university professors were brought together for what was intended to be a demonstration of how the two staffs would work together. During the inservice session four university professors lectured on selected topics. As reported by the researcher,

There was a presentation made by each of four members of Dr. Brown's staff. The first
presentation we had was made by an American black in his early twenties. He talked about various theories of racial prejudice.... The next person to come into the room was an African folklorist. He talked about the folktales of Africa and the Caribbean.... The third presentation was given by a young woman who taught at a nearby junior high school. She distributed a printed curriculum which she emphasized was meant for teacher's use, not for children.... The final presentation was made by a sociologist from what was formerly French Africa.... He launched an attack on American sociology (41, 44).

After the meeting one of the teachers said to the others,

Didn't that infuriate you?
It infuriated me. They can take it and shove it! We got nothing out of this afternoon that we can use. It was all terribly academic and straight out of the books. It had nothing to do with our kids or us (41, 45).

The differing orientations of the university professors and the elementary teachers manifested itself in disagreements over dealing with children and discipline. This is exemplified in the following quotes by teachers from James Weldon Johnson.
Drama was a very sad experience, because we had a young woman who'd never worked with children before and didn't know how to get children to open up. She was very critical, the way you would be if you were working with an adult, trying to produce a professional product. She gave the kids no positive encouragement when they did something. She just said, "No, that's not the way you do it." And she got a lot of overreacting to that, not just from the kids, but from the teachers, too (41, 47).

And,

Most of the African staff were just hung up on discipline, because our children didn't sit at attention and just hang on their every word. I think that was what discouraged participation on their part. And the way they dealt with discipline was something we had a lot of confrontations with them about (41, 47-48).

And, still further,

We had an awful lot of trouble with the AAI staff relating to the children. We actually got a commitment from only one staff member there, who was going to work with them on photography. They had committed themselves to Dr. Brown about time, but then when they would start with the children, they either petered out or didn't show up. We had to keep constantly pulling them back in to discuss and talk about their commitment to the program. It was very touchy. There was even
Felt lack of support
Unmet expectations

Cohesiveness

hostility between the two staffs, and we had to discuss that quite a bit (41, 47).

The teachers from Johnson felt that the university professors had neither the materials nor the expertise they could use with the children. As a result, there was no Afro-American curriculum. Instead, the teachers dug up and used the old self-esteem curriculum which they had developed under the leadership of a former principal.

Though disappointed with the lack of support from the university professors, the Johnson teachers reported a cohesiveness that seemed to result from the experience. As stated by one of the teachers,

I think that what it did for the team was it developed the feeling that we could handle problems. We could always come up with a solution that maybe not everybody liked, but everybody could live with...sitting in the teacher's room and sort of gossip...things about what your team isn't doing for you (41, 48).
Summary of Incidents

Before the Experimental Schools project began in Arcadia, the administration of the schools was in the hands of the superintendent and the three building principals. They presided over the school buildings and made all of the decisions with the approval of the board.

The ES project coordinator was hired from outside of the school district. The two senior high principals thought that the coordinator believed his position to be higher than that of the principals. On several occasions, the two senior principals were angered when the coordinator circumvented their authority by involving teachers in ES related activities after permission had been denied.

Another type of situation characterizing the conceptual category of "social organization" is that in which new roles are created and filled by persons from within the local setting and in which there is a previous history of working together. There appear to be certain types of forces operating in this situation. These include:

- Perceived norm violation
- Anger/resentment
• Authority exercised
• Perceptions of others' roles

There appear to be certain types of forces engendered by this situation, these include:
• Perceived norm violation
• Felt insecurity in role

Summary of Incidents

In the Stormy Heights Arts Centered Curriculum project, the administrators at the central office level, when putting together the proposal for the project, created a new position in the school which they called "Curriculum Associate."

This position, according to central office administrators was...

...desired by many classroom teachers who wish to seek promotion within the profession but do not desire to work as administrators. It also provides a service to the other members of the teaching unit in the areas of expertise in a core curriculum area, team leadership, and direct supervision of new members of the team. This position brings to the elementary school the long desired instructional leadership and assistance for teachers (41, 40).
The curriculum associate was to function as a teacher on the team, coordinate the activities of the teachers, supervise interns and paraprofessionals, and assume a leadership stance with regard to curriculum and instruction within the team and school-wide.

The teachers were opposed to the idea of a team leader even before the teachers were chosen. It was, they felt, "a departure from all teachers as equals."

**Summary of Incidents**

In the Keele Integrated Studies project a new position was created in which former teachers were appointed by local authorities as project coordinators.

According to the researcher, local authorities still saw them as teachers and were reluctant to allow them to act independently as full members of the project team. One of the responsibilities of the coordinators was to collect evidence
of on-going work in integrated studies in the schools. The teachers, according to the researcher, perceived this as asking for advice where it had been expected to be given.

To some teachers this was taken to mean that the project team knew less about integrated studies than the schools themselves (38, 35).

According to the researcher, the coordinators "remained uneasily poised between the university and the schools...floating in spaces between the organizations involved." According to the coordinators themselves, "feelings of being detached increased and chances of being misunderstood increased."
CHAPTER VIII

REVIEW OF THE STUDY, SUMMARY DISCUSSION, AND RECOMMENDATION FOR FURTHER RESEARCH

Review of the Study

This study began by acknowledging the complexities of curriculum development processes and sought to develop ideas and insights into the nature of curriculum development processes by identifying and describing the psychological and social-control forces that appear to arise in and impact upon the process.

The constant comparative method of analysis was used to develop categories, properties, and characteristics. These categories are presented at the discussional level of theory development. Patterns of the forces operating are also described.

The categories that emerged from the analysis of incidents include the following:

1. Establishing a Curriculum Development Identity;
2. The Origin of a Curriculum Development Endeavor
3. Opportunities for Input; and
The general patterns of the interplay of forces that emerged from the analysis include the following:

1. There are psychological forces operating within persons which seem to engender the exercise of social control forces by those same persons;

2. There are social control forces being exercised by persons which seem to engender psychological forces in other persons;

3. There are psychological forces operating in persons that appear to engender other psychological forces in those same persons; and,

4. There are social-control forces being exercised by one source that appear to engender the exercise of social-control forces in other sources.

In addition to the categories and the categories' properties and characteristics which emerged from the analysis; and, in addition to the sub-patterns of the interplay of forces, the following summary statements reflect the overall results of the analyses.

**Summary Statements of Forces Operating in Curriculum Development Efforts**

1. People involved in curriculum development endeavors tend to act, react, and interact on the basis of their goals, purposes, values and needs.
2. When the choices made and actions taken by people in positions of authority and/or power are consonant with the goals, purposes, needs and values of the participants, these choices and actions are likely to engender positive sentiment toward the project leadership and toward the task.

3. When the choices made and actions taken by people in positions of authority and power are not consonant with the goals, purposes, needs, and values of the participants, these choices and actions are likely to engender negative sentiment toward the project leadership and toward the task.

4. Negative sentiment within participants tends to lead to attempts to induce a change in the situation to be more in keeping with the values, needs, and goals of participants.

5. A powerholder's perception of the negative sentiment of others tends to engender either the exercise of authority or the exercise of power or both resulting in the satisfaction or the dissatisfaction of the participants.

**Summary Discussion of Selected Propositions and Principles from the Literature**

Glaser and Strauss in their discussion of the emergence of categories state that in order for the categories, properties and characteristics to emerge from the data a posture of "at first ignoring the literature of theory and fact on the area under study must be assumed." The
categories, their properties and characteristics, as well as the general relationships which seem to exist, have been described and discussed. The literature which seems to reflect that which emerged from the analysis is now used as an organizing framework within which to present a summary discussion. Selected propositions and principles from Educational Change literature, studies of social control, group dynamics and social change are presented with their application to this study. Propositions and principles from these various literatures are grouped according to their commonalities and their relevance to this study. It should be emphasized that these propositions and principles were selected after the study was completed. The intent was to demonstrate the congruence between the results of this study and those found in relevant literature; and to form a coherent framework within which to present the summary discussion.

People's perceptions, motivations, needs, attitudes, beliefs and values are strong forces underlying their actions and interactions with others.

\textit{P}_1 \text{ Not only is it the follower who accepts or rejects leadership, but it is the follower who perceives both the leader (powerholder) and the situation and who acts in terms of what he perceives. And what he perceives may be to an important degree, a function of his own motivations, frames of reference, and readiness (Sanford, in Jacobson, 1972).}
People are more likely to be attracted to others who share similar attitudes. Thus, people are more susceptible to power attempts from those who possess attitudes similar to our own. People tend to conform to a power attempt if it is consistent with their beliefs and values. If a power attempt is in harmony with people's salient values, they will conform to it (Byrne, Griffit, Golightly, Jacobson, 1972).

Recipients are unlikely to let any expert, leader, or other high status persons compel them to subscribe to his ideas. Recipients may accept or reject an idea depending upon their own needs and abilities and their cognition of the apparent costs and rewards involved (Jacobson, 1972).

The project should accord with the values and ideals that have long been acknowledged by participants (Zaltman, 1977).

These four statements emphasize that people's perceptions, motivations, needs, attitudes, beliefs and values are strong forces underlying their actions and interactions with others. People will accept or reject ideas, conform to or resist expected behaviors on the basis of these being in harmony with their own beliefs, values, perceptions, etc.

In the foregoing analysis of curriculum studies it was borne out, time and again, that if the values, goals, and intentions governing curricular efforts were not consonant with the values, goals, and intentions of those expected to develop and implement the curriculum, it resulted in negative sentiment both toward the task and toward the leadership. If on the other hand, the goals, values, and intentions of the leadership were perceived to be in harmony
with the goals, values, and intentions of the other participants, it resulted in positive sentiment toward the task and the leadership.

Incongruence of values, goals, and intentions among the various people involved in curricular efforts impacted upon the curriculum development process in several ways. In some cases, participants would redefine the original conception governing the substance and style of the curricular effort to be more in line with their own needs and desires. In other cases, participants would comply with the efforts requested of them in order to avoid punishment, but would harbor resentment toward those in positions over them. Participants would go through the motions, lacking a sense of ownership in the project. In still other instances, participants would completely replace the original curricular project with one of their own choosing.

Orientation is a strong force underlying peoples' actions and interactions with others. People engaged in social interaction are often times operating from differing orientations.

\[ P_5 \] Other things being equal, teachers will welcome changes that help them serve a diversity of student needs (Zaltman, 1977).

\[ P_6 \] Other things being equal, teachers will welcome changes that they believe will increase their achievements with students (Zaltman, 1977).

\[ P_7 \] The change planner must realize that some sources of resistance, such as fundamental values and beliefs, are deeply rooted in culture and are
extremely difficult to alter. Typically, the change planner must adapt his behavior to fit these values, beliefs, motivations, etc. (Zaltman, 1977).

The change planner should realize that he may be coming from a different culture (e.g., from a university setting to an elementary school setting) and that the administrator, teacher, or others for whom he is serving as change planner may be very sensitive to these differences (Zaltman, 1977).

The above statements reflect the problem of differing orientations that were found to be operating within the people involved in curricular efforts. In most cases teachers were oriented toward curriculum ideas and practices that would have a direct bearing on their classroom situations and that were perceived to be meeting the needs of their students. In many cases, the leadership of curriculum efforts were oriented to the theoretical or technological aspects of curriculum efforts. This perceived difference in orientation led to the development of negative attitudes toward the project and the leadership as well as to resistance to perform requested tasks.

Differences in orientation impacted upon the curriculum development process in several ways. In some cases the perception of differing orientations led to negative feelings towards the originators of the projects. These negative feelings manifested themselves in participants not taking advantage of opportunities for input; in excluding leadership from their meetings; in a basic rejection of the ideas
of the project; and, in some cases, a reliance upon themselves to solve problems.

The exercise of power is based upon the motivations of the powerholder. The effects of the exercise of power are based upon the perceptions of the recipients of the power attempt as well as upon the type of power exercised.

\[ P_9 \] A will exert power over B if A can reward or punish B's behavior (Jacobson, 1972).

\[ P_{10} \] A will exert power over B if A controls resources that B values (Jacobson, 1972).

\[ P_{11} \] A will be able to exert power over B by increasing B's advantages or disadvantages or by using legitimate authority (Jacobson, 1972).

\[ P_{12} \] B will conform to a power attempt if it is consistent with his own beliefs and values (Jacobson, 1972).

\[ P_{13} \] B will conform to a power attempt if it will help him to attain his own goals (Jacobson, 1972).

\[ P_{14} \] B will conform to a power attempt if he perceives that A can observe his behavior and reward or punish him for it (Jacobson, 1972).

\[ P_{15} \] The power method which A chooses will reflect his own thoughts and experiences (Jacobson, 1972).

In the majority of studies examined, the predominant type of power exercised was coercive power. The exercise of coercive power usually stemmed from the powerholders desire to bring about behaviors in others which would result in meeting his or her desires. When powerholders
perceived that their desires or goals were not being met, the powerholder would use coercive power to redirect the situation. Beliefs about teachers, or the perception of negative sentiment and resistance, opposition to a project, or, neglect to follow desired procedures, oftentimes led to threatening to withhold necessary funding; or, publicly scolding participants.

In some instances, conforming to power attempts occurred because of the powerholders control over the financial resources needed to carry out a curricular effort. These power attempts usually led to negative sentiment on the part of recipients, but recipients would conform because of their need for the resources. In other cases, people in positions of power exercised control over the jobs of participants. Teachers could be replaced, denied tenure, or sent to another school. Again, in most cases teachers conformed to the powerholder's desires because of their wishes to continue in their jobs.

When power was exercised and/or decisions were reached which satisfied the needs or met with the goals of participants, the result was usually a positive sentiment toward the leadership and the task involved. There were fewer incidents of power being exercised in this manner.

Opportunities for participants to influence the direction, substance, and style of a curricular effort will affect participants attitudes toward the curricular effort.
A leader's power is not enhanced by rigid compliance to an outline or any other preconceived procedure. If leaders tend to adhere to a format, they will be largely ineffective primarily because of member volatility...attempting to follow a preset outline methodically is tantamount to ignoring group needs and expectations...rigid procedures usually restrain leader efficiency and stifles member achievement satisfaction (Jacobson, 1972).

The project should be open to revision and reconsideration if experience indicates that changes may be desirable (Zaltman, 1977).

The change planner should involve potential users early in the development of a product or procedure and continue this involvement throughout the development process (Zaltman, 1977).

The potential user should be made to feel that he has contributed significantly to the research and development process (Zaltman, 1977).

Constructive participation and involvement cannot occur unless system members (1) believe their participation will lead to action and (2) are able to perform relevant tasks in the planning process (Zaltman, 1977).

Effectiveness and efficiency are maximized when the members take an active part in determining group goals, choosing their own plan of work or devising their own solutions to problems, rather than having these imposed from without...one of the major reasons for low member satisfaction is the individual's feeling that he is being left out of the decision-making process (Homans, and Reicken in Lindzey, 1954).

We may reject higher status power attempts if we find ourselves in a state of powerlessness, isolated from and dissatisfied with the persons and conditions that comprise the status structure (Jacobson, 1972).
Participants should not feel that their autonomy and their security are threatened (Zaltman, 1977).

In the curriculum studies examined, it was evident that if participants were not provided the opportunity for input into the substance and style of the curriculum effort, or if their input was not acted upon, negative sentiment toward the leadership and toward the task developed. When participants were not allowed to influence the direction of the projects, to be in keeping with their own needs and ideas, they resisted and resented attempts to make them participate. Because of powerholder's control over jobs and financial resources, participants sometimes conformed to demands made upon them despite their negative feelings. Other times, negative feelings that resulted from the lack of opportunity for input led to the exercise of coercive power on the part of the participants; e.g., teachers would strike; or, withheld project feedback information, needed by project leadership.

The balance between acknowledging autonomy and providing sufficient support and direction to participants affects participants' attitudes toward curricular efforts.

To prevent some forms of resistance, the change planner should make clear the nature of the change and the required behavior for initiating and implementing the change (Zaltman, 1977).

...disruptive behavior (antagonism, tension, absenteeism)...is determined, in part, by failure of a group member to act as 'leader' by providing orientations toward, evaluations
of, and suggestions about the situation when these are demanded by other group members. This is found to be true...
when the member who fails to provide the demanded definitions of the situation is the member whom others, by virtue of their normative orientations, expect to provide such definition of the situation (Jacobson, 1972).

In many instances, participants developed negative sentiment even when curriculum efforts were designed in such a way as to be built upon their ideas, needs, and desires. When leadership was exercised to promote the autonomy of the participants it sometimes led to participants' resistance because of their felt need for more definitive direction and guidance. Participants wanted a "blue-print for action;" or, "were not accustomed to making decisions regarding curricular efforts." If, however, the participants felt that their right to make such decisions was being threatened they asserted their right to make these decisions.

The existing norms governing the social organization of people within a setting will affect people's attitudes toward alterations in the usual pattern of relationships.

P26 The change planner must be prepared to encounter resistance if the proposed change would violate strongly held norms, or enhance the power of one group over another... (Zaltman, 1977).

P27 Authority structures in an organization, whether collaborative or highly authoritarian, should not be altered without adequate advanced preparation for easing individuals into or out of authority.
positions. It is important to consider the history of the organization before redesigning its authority structure (Zaltman, 1977).

(28) It can be expected that people will conform to power attempts if they believe that the powerholder is expert. They may resist...power if the powerholder attempts to use it outside of his area of expertise. Predictably, people are influenced by those whom they perceive to be expert in a particular task area (Aaronson and Golden, Jacobson, 1972).

In many of the curriculum studies examined, decisions were made to create new positions. In some cases these roles were filled by persons from outside the school and, in others, people from within the setting filled these positions.

In cases where "outsiders" were brought into the school to work with local staff, these persons were oftentimes resented. They were met with such comments as "who are you to tell us what to do." Or, in reference to the ideas being promoted by "outsiders," "all of the things you did this afternoon didn't deal with kids." "...it was all terribly academic and straight out of the books. It had nothing to do with us or our kids."

When persons from within a local situation were put into new positions this, oftentimes, also resulted in negative sentiment toward those persons. This was perceived as "a departure from teachers as equals."

A powerholders' manner of dealing with the misinterpretations and misunderstandings that arise in curricular
efforts will affect participants attitudes toward the curriculum endeavor.

**P29** Innovations are likely to be misunderstood and misinterpreted, so provision should be made for feedback of perceptions of the persons and for further clarification as needed (Zaltman, 1977).

**P30** Any change that involves public review of the teacher's classroom behavior must be expected to generate resistance among teachers (Zaltman, 1977).

**P31** The change planner should be sensitive to—and attempt to minimize—feelings of uncertainty and anxiety among clients concerning their performance and evaluation when the advocated change is in effect (Zaltman, 1977).

**P32** Proponents should be able to empathize with opponents and recognize valid objections, and to take steps to relieve unnecessary fears (Zaltman, 1977).

**P33** Participants should experience acceptance, support, and confidence in their relations with one another (Zaltman, 1977).

In many of the studies examined, misinterpretations and misunderstandings oftentimes occurred, especially with regard to the intent of the curriculum efforts. Misinterpretations and misunderstandings in many instances gave rise to participants' suspicions of leaders' motives, etc. These feelings often manifested themselves in participants' resistance to provide evaluative feedback on the projects. In most cases, the climate surrounding the efforts was not one of acceptance, support, and trust. Thus, rather than leaders taking steps to alleviate the fears of teachers with regard to evaluation, they oftentimes depended upon
the exercise of coercive power which, in most cases engendered further feelings of hostility.

Teachers expressed concern over evaluation efforts such as "what is going to be evaluated, the project or our teaching?" Or, as reported by the original researchers, "Teachers believed the information would be used to ferret out malcontents;" "...teachers felt on trial and were reluctant to submit evidence for the prosecution." One headmaster said he, "did not want a bunch of researchers stuffing thermometers into his staff."

In two instances, teachers objections were considered. In one case, teachers were able to influence project coordinators who themselves were former teachers, and the project coordinators "attempted to protect the teachers" by assuming the role of chief sources of feedback.

In another case, the project evaluator met with the teachers, listened to their objections regarding evaluation, and agreed to explain all his methods and intentions concerning evaluation in writing, ultimately asking the teachers' permission to carry out the evaluation.

General Recommendations for Further Research

Given the nature of the data used in this study, that being secondary data, it is recommended that further studies of processes of curriculum development and the forces operating be based upon examinations of on-going curriculum
development endeavors so as to collect primary data reflecting curriculum development experiences.

Naturalistic inquiry aimed at developing thick descriptions from an emic perspective could yield case studies of curriculum development processes with a view toward identifying the forces operating and describing the impact of these forces on curriculum development endeavors. Insights gained from this study could be used as a framework for participant observation of the events occurring in these efforts. The insights gained from this study could also serve in structuring interview schedules in which respondents would be asked to reflect on their own experiences and actions as well as the experiences and actions of others.

This type of study could be undertaken in a variety of settings purposefully selected for their variability. These settings may differ in terms of institutional level, e.g., elementary, secondary, postsecondary. They may vary with regard to the origin of the curriculum development effort e.g., from within the setting; from outside the setting. They may vary in terms of the size of curriculum effort undertaken, e.g., a single subject-matter area; a transformation of the entire curriculum.

Research aimed at discovering the nature of forces operating and the impact of these forces could also be extended to other educational social interaction situations. These might include: the instructional process between
teachers and students; the evaluation process between administra-
tors and teachers; the staff development process between
staff developers and teachers and administrators.

It is hoped that studies of this nature will enhance
our understanding of the forces operating in our educational
efforts and of how these forces contribute to the success
or failure of our endeavors.
WORKSHEET 1

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