A PLAN FOR THE REORGANIZATION OF SECONDARY EDUCATION IN SOUTH SURREY - WHITE ROCK SCHOOL DISTRICT #36 (SURREY)

BY

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A Plan for the Reorganization of Secondary Education in South Surrey-White Rock, School District #36(Surrey)

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April 16, 1975

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ABSTRACT

This plan proposed changes in the organizational structure of secondary education in a distinct geographical portion of a large school district in British Columbia. The existing structure consisted of one senior secondary school enrolling grades eleven and twelve, one secondary school enrolling grades eight to eleven, and one junior secondary school enrolling grades eight to ten. These schools were supported by eleven elementary schools.

The recommendations made in support of the plan for the reorganization of secondary education in the area were judged against educational, economic, and social-political criteria developed for assessing the contribution a service, facility, or program makes to a school district's goals.

The plan proposed that the three secondary schools each offer grades nine through twelve. The plan further proposed that one school be developed as a secondary school based on a low-structured learning style, one be developed on a moderately-structured learning style, and one be developed as a secondary school alternative based on a highly-structured learning style.

The plan further proposed that an experimental middle school be developed as a possible future alternative to the present junior high school system.
ACKNOWLEDGEMENTS

The writer wishes to express his thanks to the following individuals and groups whose cooperation helped make this study possible: Mr. J. M. Evans, Superintendent of Schools, Surrey; Mr. W. D. Derpak, Supervisor of Secondary Instruction; Mr. P. Carey, Principal of Earl Marriott Secondary School; Mr. R. Van Ieperen, Vice-Principal of Semiahmoo Senior Secondary School; Mr. C. Brunelle, Principal of White Rock Junior Secondary School; the members of the Tri-School Committee; and various and numerous pupils and teachers in the Surrey-White Rock school system.

Finally, the writer wishes to acknowledge the advice given by Dr. Norman Robinson in the preparation of this project.

Wallace Ronald Shindler
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Chapter 1

THE PROBLEM

Introduction

Although many changes are being made in the organization of education throughout North America, the call for greater and more rapid change accelerates. Such books as Fantini's Public Schools of Choice document the desire of the general public for change in the public school system and indicate particularly that the consumer feels he has a right to a choice in the type of schooling he and his children will enjoy.

This study relates to the particular needs of the secondary educational system in the South Surrey-White Rock area but has a rationale based in the wider context of giving students, in consultation with their parents, a choice of learning styles and broad alternatives in the secondary school curriculum.

Background

School District #36 (Surrey) is a large suburban community twenty-five miles south of Vancouver, British Columbia. It includes 132 square miles of residential, commercial, light-industrial, and agricultural land. It stretches from the Fraser River in the north to the United States border in the south, and from the Municipality of Delta in the west to the Municipality of Langley in the east. The population of 120,000 is serviced, educationally, by almost
eighty public schools and a two-year college.

The sixty-three elementary schools range from the very small with six or fewer teachers, to the relatively large with over twenty-five teachers. The elementary schools vary in their overall approach from the very traditional to the innovative. The elementary school settings range from the farmlands south of Cloverdale to the densely populated and largely apartment-zoned areas near Whalley and Guildford. The socio-economic areas served by these elementary schools vary from the area where houses can be purchased for under $40,000 to areas where it would be hard to find one under $100,000.

The sixteen secondary schools in School District #36 (Surrey) are comprised of nine junior secondary schools, two secondary schools and five senior secondary schools. They range in size from student populations well under 500 to well over 1,000. Some seem very traditional in their overall approach to education, while others appear much more innovative.

In the specific area of the school district that this study is concerned with, there are eleven elementary schools, one senior secondary school (Semiahmoo), one secondary school (Earl Marriott) and one junior secondary school (White Rock). These schools and the socio-economic areas they serve vary as extensively as does the district as a whole. The schools serve both a suburban and a rural clientele who differ widely in their educational expectations.

Recently, School District #36 (Surrey) was among the first districts in British Columbia to have candidates running for the Board of School Trustees.
under the banner of organizations identified with the major political parties. FAST (For All Surrey Team) had a connection with the New Democratic Party and SVA (Surrey Voters' Association) had a connection with the Liberal and Social Credit Parties. This has probably resulted in the residents of the school district taking more interest in their schools, especially as this political development coincided with the selection by the School Board of a new superintendent under new regulations which give greater powers to local school boards.

The desire of the trustees of School District #36 to encourage greater participation by the residents of Surrey and White Rock in school-related matters caused them to create a Citizens' Education Forum which attracted hundreds of interested parents to meetings held in the middle of the school district and led to significant changes being made in the organization of the schools. The creation of the Discovery School and the Old Yale Road and White Rock Elementary "value" schools during 1974 are some results of the deliberations of the Citizens' Education Forums.

The Organization of Secondary Schools in the South Surrey-White Rock Region

The creation in 1972 of Earl Marriott, termed a "secondary school" rather than either a junior or senior secondary school, was an action particularly significant to this study because it was generally understood that Marriott would become a junior-senior secondary school--that is, a combined junior and senior high school enrolling grades eight to twelve. This would result in a significant change in the structure of secondary education in the area. It was
understood that this school would open as a junior secondary school but over a period of time it would add both grades eleven and twelve. It is the recent addition of grade eleven to Earl Marriott that has caused crowding there and a declining enrolment at Semiahmoo Senior Secondary School.

The fact that these three secondary schools are within one mile of one another makes the plan suggested in this study desirable. The desire expressed by the public at the Citizens' Education Forum for an alternative to junior secondary schools was reiterated by the unanimous vote of the fourteen-member Tri-School Committee. Participants in the Citizens' Education Forum also asked that the School Board proceed with the development of secondary "value" schools by organizing one in the South Surrey-White Rock area. To a significant portion of the community the need for change in the South Surrey-White Rock secondary educational system seems self-evident. Thus, the Board moved a motion on October 7, 1974, directing the superintendent:

To present to the Board by March 17, 1975, a report making recommendations regarding the possible reorganization of Earl Marriott, Semiahmoo, and White Rock Junior Secondary.

The Tri-Campus Proposal

In 1972, Ed Carlin, then principal of White Rock Junior Secondary School, had proposed to the Board that because he found there was support for a grade eight to twelve secondary system, and because he perceived that there would be economies, that Marriott, White Rock and Semiahmoo be united. Because some Board members wished to see the Marriott site developed
as a model school and because of a general desire to incorporate innovative and flexible programs into the system, Carlin proposed that the three schools become a three-campus secondary school under one director and enrolling all the grade eight to twelve students in the South Surrey-White Rock area.

Carlin proposed that each campus have a vice-principal, that the staffs be interchangeable, that each campus specialize in various aspects of the total secondary curriculum, and that students move from campus to campus at semester breaks, according to their particular programs. He also proposed that the three campuses share a business manager.

Carlin's sample curriculum included electives and basic constants at all campuses but the specialty programs in Commerce and in Community Services would be offered only at the White Rock campus, the Industrial specialties would be offered only at Semiahmoo and the Arts and Sciences and Visual and Performing Arts specialties would be offered only at the Marriott campus. Shortly after making the proposal, there were Board changes, Carlin left the district to become a superintendent, and two of the three schools involved received new principals. The tri-campus proposal became dormant.

The Tri-School Committee

Because they expected changes to occur, interested teachers from White Rock Junior Secondary, Earl Marriott Secondary, and Semiahmoo Senior Secondary formed a Tri-Campus Committee in 1973 to discuss the earlier Carlin proposal that the three schools amalgamate. Although the discussion sparked
interest in the problems of reorganizing the secondary educational system in the South Surrey-White Rock area, no decisions or recommendations were made by the time this committee was incorporated into the district-sponsored Tri-School Committee in September, 1974. This committee was formed, to operate under the supervision of Mr. W. Derpak, by the superintendent in response to the Board directive of October 7, 1974. It was composed of four members from each of the three schools plus two members from the district staff. In discussing the purposes of this committee The White Rock & Surrey Sun for November 7, 1974, said:

... Final major catalyst in the re-think over the local high school set-up is the feeling by educators on all levels that the government-sponsored Chant Report of the early 1960’s—the one which recommended an end to joint junior-senior high schools and establishment of separate junior high and senior high facilities—has proven to be a bankrupt recommendation.

Arbitrarily lumping volatile pubescents in grades 8-10 under one roof has been exceptionally unpopular with teachers, students, parents and civic officials alike, and the local tri-campus committee is charged with concocting alternatives to the present situation as a result.

The Problem

The immediate problem in the organizational structure of secondary education in South Surrey-White Rock is one of having too many students at Earl Marriott Secondary and too few students at Semiahmoo Senior Secondary for the available facilities. This is a result of the School Board, in an attempt to offer an alternative to the junior secondary structure, having designated Earl Marriott as a secondary school in 1972, with the implication that Earl Marriott Secondary would extend its grade structure to include grades eleven
and twelve. As Earl Marriott Secondary and Semiahmoo Senior Secondary are closely situated and Semiahmoo, in the past, enrolled all the grade eleven and twelve students in the area, the decision made by the Board in 1973 to permit grade ten students to stay at Marriott for their grade eleven year caused the enrolment at Semiahmoo to decline. It also caused overcrowding at Marriott in the 1974-75 school year and created a social problem for the grade eleven Marriott students, a political problem for the School Board, an administrative problem for district staff, and an educational problem for teachers.

The most obvious solution to the crowding problem at Earl Marriott Secondary is to transfer its grade eleven students to Semiahmoo for their grade twelve year. This would substantially alleviate the crowding problem at Marriott and more fully utilize the facilities at Semiahmoo. It would, however, create the social problem of placing more than one hundred students in a school for only one year—the final year of secondary education—and this for students who had looked forward to graduating from their own school (Earl Marriott Secondary).

The social problem that Marriott students would have to face in transferring to Semiahmoo becomes a serious political decision for the Board because the students, and their parents, would probably dislike the forced transfer.

The present staff of Semiahmoo would probably be faced with the difficult task of providing a one-year educational experience for students new to the school and who wish they could have stayed at Marriott for graduation.

The district staff must implement whatever decision is made by the Board to correct the immediate problem, and deal with parental complaints, transfer
of teaching staff, and the general provision for the increase in the size of the
grade twelve population of Semiahmoo.

Unless the Board takes the unlikely course of changing Marriott into a
junior secondary school, major changes must be made to the secondary educa-
tional system in South Surrey-White Rock. It is undesirable that Marriott
transfer students to Semiahmoo for the grade twelve year on a continuing basis
but, if it does not, how will these students be provided for when facilities are
available at Semiahmoo and the Department of Education is reluctant to provide
more classrooms in an area that already has a sufficient number?

The immediate problem cannot be permanently alleviated without major
changes in the total educational system in the area served by these three
secondary schools. With an immediate need for change in the system, the
opportunity must be taken to face the major problem—what would a more
appropriate secondary educational system be? The White Paper, the literature
on organizational change in education, and public criticism of the present
structure are major sources for potential changes to the secondary educational
system in South Surrey-White Rock.

Data Sources and Methods

Data Sources and Methods

Data for this study were gathered from committee discussions, the
analysis of recent research literature, and from individual and group interviews.
Discussions with individual teachers and with groups of teachers from the
involved schools were particularly helpful in arriving at the basic position taken
in this study.

Overview of the Report

Chapter I presents the purpose of the study and the background to the present situation in secondary education in the South Surrey-White Rock area. Chapter II reviews the need for change, while Chapter III develops criteria for judging the plan. Chapter IV presents the plan for reorganization of the secondary school system in South Surrey-White Rock, while Chapter V makes recommendations for implementing the plan.
Chapter 2

THE NEED FOR CHANGE

On October 7, 1974, the trustees of School District #36 (Surrey) passed the motion that relates to the educational objectives they had for 1974-75, which in part reads:

General Objectives

To have a year of educational stability and positive reinforcement of on-going programs. . . .

and

(4) To present to the Board by March 17, 1975, a report making recommendations regarding the possible reorganization of Earl Marriott, Semiahmoo and White Rock Junior Secondary.

In a year that the trustees have designated as one that should be characterized by "educational stability," but one in which they anticipate the possibility of reorganizing the educational system at the secondary level for some 2,000 students, there must be compelling reasons for recommending changes in the South Surrey-White Rock area. The trustees must have foreseen some of the need for change in the secondary system to have included the request for the report on reorganization to these schools. But what should the basis for a change be? Why should there be any change at all? What have been the views on change in recent educational literature? How have other
areas reacted to the call for change? And, not least of all, what is the attitude of the public and of the government to change in the structure of secondary education?

Changing the System

T. Barr Greenfield (3:4) argues that school organizations should be altered to conform to the views and values of those within the system. He says:

Thus the concept of organization we are dealing with here is not a single uniform entity but a multi-faceted notion reflecting what the individual sees as his social world and what meanings and purposes the individual brings to or takes from that reality.

Greenfield argues that secondary schools should be restructured in accord with the views of Max Weber and, more recently, Herbert A. Simon who finds the authority for organizations rests not upon persons in authority but upon the differing relationships which exist between people. He says that a mere change in the structure will not solve the problems of the schools, but he makes it quite clear that the views and values of those in the system must be dealt with.

Monahan (6) suggests that school districts should be decentralizing their management, making their resource allocations more flexible, and generally decentralizing decision making as a method to more effectively reaching educational goals.

Sakuma found (7) that innovation was among the most significant issues in education today. She found that the public believes that from being only one way to prepare oneself for finding a place in society, schooling has become virtually the only way to full participation in society. This has caused the
public to demand that:

1. a large number of students achieve academic excellence, and

2. all students achieve academic competence.

The role of the school, then, has altered greatly in the last generation, while the structural changes in the system have not undergone significant change.

Another significant issue in education today is the demand that the schools be made more responsive to local demands. Many people feel that the school system needs to be decentralized. Recent studies indicate that teachers, students, taxpayers, and businessmen have widely divergent views on what the schools should be doing. Generally, the studies confirm the 1974 Richmond Study (4) which found that the larger public preferred an educational program which could be termed traditional, while teachers preferred a program that was more humanistic, and the students desired a program which had a major focus on job training. The investigators in the Richmond Study (4) recommended a "twinning" of schools so that students could be offered a conventional program and a "free-er" alternative program. They also recommended that a "value" school be considered as well as a "less structured, more pupil-oriented action school." Students indicated a desire to have a choice of programs.

In discussing a recent change in the organization of a school in Stockton, California, Herbert Kohl said that what was really needed in bringing about change was teacher support, central administration support, and parental support. Kohl (5:52) found that:
It took no more to reorganize the school than to maintain its traditional functioning. And this is important. Many public school people feel that converting from a traditional classroom to an open classroom, or from a traditional school to one containing a mini-school, requires additional money and at least a year of elaborate proposal writing. That is hardly the case if one has some experienced teachers involved as well as support from the administration. The teachers can remake the environment with the existing supplies and equipment and can reach out into the community on their own. Money is not the issue in developing alternative classrooms and mini-schools.

There is some evidence, then, that change is desired and some evidence that change can be made without major inputs of money.

Fantini argues that there should be significant community participation when change is made in the school system. There should be opportunities for students to participate in various ways in choosing the education most suitable for themselves. Fantini (1:680) says:

This means setting up a plan in which each student, parent, teacher, or administrator makes a decision from among a wide range of options; that is to say, having alternative forms of education available within the framework of public schools and providing each teacher, student, and parent with the right to choose from among them. Alternative forms of education can exist within a single school, for example, schools within schools (open, standard, Montessori), or as separate schools reflecting a distinctive mode of education, for example, prep, school without walls, or multi-culture, so long as exclusivity is not practiced.

Change and the White Paper

That change is needed is testified to by The Honourable Eileen Dailly, Minister of Education, when in the recent White Paper she says, "There has, however, not been support throughout the system, for change that would have improved the education provided to all." The White Paper further argues that
"Other students leave the school system without literacy, optimism, or confidence." The plan offered in this paper should go some distance toward correcting this weakness in the present system. The variety offered by this plan should answer the common criticism referred to in the White Paper that "There are not enough resources or there is not an appropriate programme for these students." It is hard to argue against the White Paper when it says, "Is it not possible that in some cases the system fails rather than the students?"

The plan offered here to reorganize the secondary educational system of South Surrey-White Rock will go a long way to make the system less monolithic. The White Paper goes on to say that "Flexibility in school organization must be provided so that the social needs of children are more appropriately met."

Public Schools of Choice

Fantini (2) believes the very essence of learning implies making choices about how to learn and he advocates a system wherein the student and his parents choose among types of public schools. He believes that the citizen as a consumer has a right to a choice of educational environment for his children and that the public schools should no longer be the monolithic institutions they have been for far too long.

Fantini maintains that if clear educational choices are offered by the school system to parents and students, there will be a decrease in the conflict among educational pressure groups because individuals would be allowed to make significant educational choices, something they cannot presently do. He
also believes that the offering of educational alternatives within a school system
would revitalize the system by means of the competition and supply and demand
traditions. Under a system of choice, Fantini believes, there would be an
increase in the number of successful programs offered in the public schools.

Alternatives Within the System

Schwartz (8) describes an organization, John Adams High School of
Portland, Oregon, which sought to offer an alternative to the traditional secon-
dary school pattern. The school had problems with giving students too much
freedom, and expecting an innovative program to show immediate results. John
Adams sought to provide educational alternatives within the school by offering
many elective courses, but still required an interdisciplinary general education
program. The school found that it was offering too much freedom to some
students, and too little to others. John Adams High School now realizes that
a mere choice of alternative programs is not enough (8:518):

... for unless we can provide these students with alternative paths
to success that take into account their desire for clarity, direction,
and structure, we have supplanted one dogmatism with another.

As will be seen later, in Chapter V, the plan offered in this report takes
into consideration the self-criticism made at John Adams High School (8:518):

It is a very difficult task to match student and learning style within
the context of the curriculum. ... 

and

... we were failing a substantial percentage of our student body--
young people desperately in need of skills training and apparently
requiring a substantially more structured learning format.
The plan offered in this report also considers the three general positions taken on the evaluation of John Adams High School by both teachers and parents:

1. that it should have an even more open organization,
2. that it should be more "traditional" and, the most popular position,
3. that most students need an institution between the first two positions.
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4. Wm. T. Blinkhorn and Roy Isaac, "A Survey of the Attitudes of Students, Educators, Electors, and Business Community Towards the Public Schools of School District #38 (Richmond)," Simon Fraser University, Burnaby, B. C., 1974.


Chapter 3

ESSENTIAL CONSIDERATIONS OF THE PLAN FOR REORGANIZATION OF SECONDARY EDUCATION IN SOUTH SURREY - WHITE ROCK

Chapter II reviewed the need for change and Chapter III will present considerations, and the justification for these considerations, that will assist in the study of change and the plan for the reorganization of secondary education in South Surrey-White Rock.

The Goals of a School District

A major goal of a school district is to provide those programs, services, and facilities which will maximize the achievement of the educational goals of all the students of the district. The way in which this goal is achieved in a particular school district, or in a part of a large school district, will differ depending upon the particular educational needs and desires of the student clientele.

Implicit in the general goal of a school district to provide these services, facilities, and programs is the high value that our present society places on public education. Indeed, society, generally, values education so highly that it makes it compulsory and finances it from the public purse. Further, in Canada provincial autonomy is guaranteed by the British North America Act,
and British Columbia pursues the benefits which can be achieved through involvement in education by maintaining seventy-four distinct school districts.

From these two value implications—that there should be public financing of education, at least through the secondary level, and that there should be local involvement in educational policy making—three essential considerations naturally arise for examining the extent to which a particular facility, service, or program meets the school district's goal. These essential considerations include:

1. an educational principle,
2. a financial or economic principle, and
3. a social-political principle.

An analysis of these three principles by Robinson (1), which arise out of the value society places on education, points to a set of educational, financial, and social-political considerations, which will be referred to in this study as criteria, as one values any facility, service, or program and in judging how it will contribute to the goal of a school district to maximize the achievement of the educational goals of all the students in the district.

Educational Considerations

A society that values education for all as highly as ours does and requires that all young people spend a considerable portion of their lives in school must offer the students educational scope for their individual differences, a school organizational structure that is versatile in planning for individual
differences, and a school system which incorporates a continuous self-evaluation of programs and a capability of change so that the needs of students are met.

In summary, a school system must provide for the individual differences which students have in their emotional, physical, and mental development and capabilities. Schools must also pay attention to the desire of students to exercise preferences and pursue interests and aspirations which differ widely.

In viewing the educational considerations for implementing the plan and recommendations made in this report, some essential questions rooted in the value society places on education must be answered. These criteria are:

1. Will the various educational program needs of students in the South Surrey-White Rock area be better met under the plan offered than they are presently being met?

2. Does the plan offered possess the qualities needed for flexibility and future organizational change?

3. Does the plan support "... change that would have improved the education provided to all" suggested in the White Paper?

Economic Considerations

Society values public education highly and is prepared to pay for it as long as the burden of the cost is shared equitably and the monies raised for public education are expended efficiently. In this study, the following economic criteria seem central to the desirability of implementing the proposed plan and recommendations:
1. Does the plan propose the most efficient use of facilities, land, money, and personnel?

2. Would the implementation of the plan impose unreasonable burdens on the taxpayers of the school district?

3. Is there a more economically efficient way of bringing about the suggested changes in the secondary schools of South Surrey-White Rock?

Social-Political Considerations

Local control of education is a principle of great value to most members of our society. The belief that schools should be in close communication with the local community and that local citizens best understand the needs of the local community—including the educational needs of the students—and that the local citizens can help in building effective school programs is widespread. Recently, local citizens have demonstrated that they desire local control of the school system by their request for "value" schools. The Board also expressed its commitment to the idea that the schools should be closely involved with local citizens when it expressed the objective at its October 7, 1974, meeting—"To ensure the 'Community School' concept is firmly established and prepare to increase the number of schools involved." Relevant criteria, then, in considering the implementation of the proposed plan and the recommendations are:

1. Would the plan result in more involvement in the "Community School" concept?
2. Would the plan promote community feeling in the South Surrey-White Rock area of the school district?

3. Would the change answer the request for a secondary "value" school in the White Rock area?

4. Would the creation of secondary schools with these distinctively different styles be acceptable to the public, including students and teachers?

System Considerations

In addition to the criteria presented, the effect that the proposed plan would have on the rest of the school district must be considered. The implementation of this plan could have educational, economic, and social-political implications for the rest of the secondary schools in the district and this should be considered when the plan is assessed. In other words, changing part of the school system may well have effects on the other parts of the secondary educational structure in the district.

Summary of Considerations

This chapter has sought to develop a set of criteria that would be useful in considering the desirability of implementing the proposed reorganization of secondary education in South Surrey-White Rock. In summary, these criteria and considerations are:

Educational Considerations

1. Will the various educational program needs of students in the South Surrey-White Rock area be better met under the plan offered than they are
presently being met?

2. Does the plan offered possess the qualities needed for flexibility and future organizational change?

3. Does the plan support "... change that would have improved the education provided to all" suggested in the White Paper?

**Economic Considerations**

1. Does the plan propose the most efficient use of facilities, land, money, and personnel?

2. Would the implementation of the plan impose unreasonable burdens on the taxpayers of the school district?

3. Is there a more economically efficient way of bringing about the suggested changes in the secondary schools of South Surrey-White Rock?

**Social-Political Considerations**

1. Would the plan result in more involvement in the "Community School" concept?

2. Would the plan promote community feeling in the South Surrey-White Rock area of the school district?

3. Would the change answer the request for a secondary "value" school in the White Rock area?

4. Would the creation of a secondary school system with these distinctively different styles be acceptable to the public, including students and teachers?
In addition to the above criteria, an additional consideration in implementating the plan is the effect that it might have on the other secondary schools in the school district.
REFERENCES

Chapter 4

THE PLAN FOR REORGANIZING THE SECONDARY EDUCATIONAL SYSTEM IN SOUTH SURREY - WHITE ROCK

The previous chapter presented criteria for assessing the desirability of implementing the plan and recommendations that are offered in this study. This chapter will present the plan and some of the broad guiding principles that underlie it.

The Broad Principles of the Plan

This plan is based on four broad principles, which are:

1. there should be three secondary schools in the South Surrey-White Rock area,
2. these schools should enrol grades nine to twelve,
3. each school should offer a distinct educational alternative based on learning styles, and
4. an experimental middle school should be developed.

Justification of the Broad Principles

The broad principles underlying the plan will be assessed in this chapter according to the criteria developed in Chapter III. These criteria are educational, economic, and social-political.
The educational criteria were:

1. Will the various educational program needs of students in the South Surrey-White Rock area be better served under the plan offered than they are presently being met?

2. Does the plan offered possess the qualities needed for flexibility and future organizational change?

3. Does the plan support "... change that would have improved the education provided to all" suggested in the White Paper?

The economic criteria were:

1. Does the plan propose the most efficient use of facilities, land, money, and personnel?

2. Would the implementation of the plan impose unreasonable burdens on the taxpayers of the school district?

3. Is there a more economically efficient way of bringing about the suggested changes in the secondary schools of South Surrey-White Rock?

The social-political criteria were:

1. Would the plan result in more involvement in the "Community School" concept?

2. Would the plan promote community feeling in the South Surrey-White Rock area of the school district?

3. Would the change answer the request for a secondary "value" school in the White Rock area?
4. Would the creation of a secondary school system with these distinctly different styles be acceptable to the public, including students and teachers?

Three secondary schools. Consideration should be given to keeping three secondary schools in the South Surrey-White Rock area for educational reasons. First, with three schools there would be a greater probability of a variety in approaches to learning, and a greater opportunity would exist for a variety of organizational structures, as well as a certain amount of professional competition among the schools in the development of innovative programs.

The economic considerations in maintaining three schools are less certain. For example, if the Semiahmoo site were sold and that school’s staff, students, and program were taken over by Marriott and White Rock, that might well be the most economically efficient way to utilize the facilities, land, and money, at least for the present. On the other hand, it might be wise to retain the Semiahmoo site for a future educational use if it were not needed as a secondary school site. Its central location is ideal for a future middle school, for example, and it can be argued that it is unwise to dispose of good school sites when suitable sites are few and are likely to be extremely expensive in the future. Because maintaining three sites does not put a great burden on the taxpayer, there would seem to be no compelling economic argument for not keeping all three sites, especially as there are educational benefits in doing so.

There are social-political reasons for maintaining three secondary schools in the South Surrey-White Rock area. First, the site most likely to be
disposed of—the Semiahmoo site—supports the only secondary institution in the City of White Rock, and there would be some resistance from citizens who relish their independence from the Municipality of Surrey. Second, this school is the one most likely to be able to develop a successful secondary "value" school program—a program which has gained much support—because Semiahmoo has a reputation for being traditional. In summary, there would seem to be compelling educational, economic, and social-political reasons for retaining the present three secondary schools in the South Surrey—White Rock area.

**Grade structure.** The reasons for recommending that each of the three schools enrol grades nine to twelve are various. First, that distribution is a reasonable one for the facilities available and for the number of students coming into the secondary system each year. Second, an educational consideration is that it would terminate the present division between senior and junior secondary students—a division unanimously condemned by the fourteen members of the Tri-School Committee representing the teachers of Semiahmoo, White Rock, and Marriott secondary schools. Another educational consideration is that a grade nine to twelve structure would articulate well with the most likely grade distribution in any future middle school organization in the South Surrey—White Rock area. A social-political consideration in recommending the grade nine to twelve grade structure is that, repeatedly, members of the Citizens' Education Forum have asked for change to the junior high schools. Thus, there would seem to be some good reasons for the grade nine to twelve system recommended in this study.
Alternative learning styles. Mario Fantini in *Public Schools of Choice* (4) addresses himself to school boards and school administrators who seek alternatives to, and changes in, the present educational framework. Fantini argues that although the majority is well-served by its schools, a system should be built wherein those parents and students who are dissatisfied with the traditional system can exercise significant choice within the public school system.

Fantini argues that parents, students, and teachers may be the least likely to know that alternatives to standard programs exist and that the responsibility of informing those most affected by the schools of the alternatives which exist rests with school administrators. Fantini further argues in *Public Schools of Choice* that a system of alternatives can be created that would avoid exclusiveness, that would be no more expensive than standard programs, that would conform to the accepted values of public education, and that the alternatives need not be imposed upon the public.

In his book, Fantini reviews the options which now exist and finds that they range on a continuum from the traditional to the free school. He believes that each alternative can create a different set of values and that the environment in which education takes place has a very strong effect upon the learner. Fantini warns against simply changing from one model of education to another, and emphasizes the need for the availability of real alternatives.

In a review of *Public Schools of Choice* (3:574), Martha Ellison said:

A careful reading of *Public Schools of Choice*, however, will leave the reader with a strong conviction that the establishment of
alternatives within the framework of public schools may be the only avenue through which we can continue compulsory education and provide simultaneously for the needs of an increasingly diverse society. This is a useful book for those who wish to drive this point home with their constituencies.

Increasingly, public education is found to be out of step with the modern conception of personal freedom. Carl Bereiter (1:234) said:

The need to keep people from making mistakes has been used for centuries to justify keeping people in bondage—slaves, women, whole nations. The argument has always proved to have some truth in it. When set free, people have made mistakes. But increasingly it is recognized that they have a right to freedom nevertheless. It would seem that this same recognition must eventually be made of the right of people to make mistakes in educating themselves and their children.

Bereiter also argues that the child must exercise choice as he develops toward full citizenship and that by thirteen or fourteen children should begin making significant educational decisions.

David E. Hunt in Matching Models of Education (7:1) said that a great failing in education has been:

... the failure to take seriously the implications of an interactive model that coordinates the effects of educational environments upon particular types of students to produce specific objectives. Individual differences are given much lip service, and even more drawer space in the form of filed test results, yet educational planners and decision makers continue to work from models for the student-in-general.

Hunt provides a rationale for providing for individual differences through identifying learning styles and by providing true alternatives in public school programs. Hunt has built and tested an educational model based on matching the characteristics of students with teaching methods. His model could be well-applied to the
effective restructuring of the secondary educational system in South Surrey-White Rock. Hunt's model seems capable of providing a more suitable educational environment for students, in that it matches students with their learning styles and it identifies the teaching methods which are most effective for particular students.

In discussing his model, Hunt refers to Torrance (7:33), who said:

I suppose alert teachers have always been intuitively aware of the fact that when they change their method of teaching that certain children who had appeared to be slow learners or even non-learners became outstanding achievers and some of their former star learners became slow learners. They have also learned that when they change the nature of the test used for assessing achievement, such as from a multiple-choice test to one requiring creative applications of knowledge and decision making, that star learners may change position in class ranking markedly.

Hunt has identified significant differences in educational approach that can serve as the base for offering students alternatives in their secondary school experiences in the South Surrey-White Rock area.

The theoretical base of Hunt's model, conceptual level, has undergone change since 1961 and is now viewed as a "basic personality dimension" (7:36). Conceptual level is measured by a paragraph completion method described by Hunt (7:36) and indicates three general levels that correspond to three learning styles that could form the basis for restructuring secondary education in South Surrey-White Rock.

According to Hunt, students vary in their learning styles as to the amount of structure they need. Learning style is a dimension of how a student learns, and is not related to how much he learns or to what he learns. It is not closely
related to ability. High ability students may need either much or little structure.

Although conceptual level measurement is a good indicator of general learning style, for practical purposes it is best determined by consensus among students, parents, and teachers (7:49). Whether a student requires a highly-structured or a low-structured learning environment can often be discovered by analyzing how a particular student reacts to both a highly structured assignment and an independent study assignment. Student preference for a particular style should be taken into consideration when the decision is to be made as to which school to attend.

Hunt points to a base for the reorganization of the secondary schools in the White Rock area when in describing Aurora High School (9) he said:

The essential difference between Aurora High School and other secondary schools is its educational climate which has been designed to be most suitable for three types of students:

(i) Those who have demonstrated through previous performance that they learn better and appear happier and more secure in an atmosphere where both academic and behavioral requirements are clearly understood by all students and staff and where regular reports on progress are provided in specific terms.

(ii) Those who are inherently capable of coping with any educational climate, but who prefer an orderly style of learning and recognize the place of the knowledgeable and experienced teacher in providing this style.

(iii) Those who seek self-fulfilment through their contribution to a social organization rather than in pursuing individual goals directly.

Hunt is not the only source for suggesting that the reorganization of secondary education in South Surrey-White Rock should be based on alternative
learning styles. In the December, 1974, issue of Phi Delta Kappan (2:275) Rita and Kenneth Dunn in the article "Learning Style as a Criterion for Placement in Alternative Programs" said:

Educators continue to identify viable alternatives to lockstep procedures for instructional grouping. An abundant literature testifies that people learn through different perceptual strengths and often under diametrically opposed conditions.

They further state (2:275):

Before students can be grouped for instruction by matching how they learn with how the program will require them to learn, it is necessary to 1) identify and understand learning style, 2) identify the learning style requirements of selected programs, and 3) compare the student's learning style profile with the demands of the program.

The Dunns pointed to the basis for the plan to restructure secondary education in the White Rock area when (2:276) they said:

Most teachers intuitively understand that youngsters who come to school motivated, persistent, responsible, or in need of little structure should be worked with differently from the unmotivated, the unpersistent, the irresponsible, and the student who must be supervised closely, given short assignments, kept within eye's sight, and frequently encouraged and/or praised. Historically, however, we address each class as a whole and rarely vary the assignments, the requirements, the tests, the instructional methods, or the grading system so that they correspond to what students are capable of producing.

Students who want to learn, who complete assigned tasks, and who accomplish specified objectives require instructional programs that promote increased independence and self-paced growth. Conversely, students who give up easily when confronting difficult tasks, who have short attention spans and few academic interests, who prefer social activities to academic achievement, and who need constant or frequent interaction with an adult who teaches, supervises, guides, and oversees will not profit from participation in a program that permits them to self-select tasks, pace themselves, interact with peers at their discretion, or self-schedule activities. Certainly the student and the program to which the student is assigned should be carefully matched.
The Dunns have studied the physical basis for differences in learning style and conclude (2:277) that "To a major extent students are not free agents; they are controlled by their physical needs." The Dunns reemphasize Hunt's position and the plan presented in this study when they say (2:277), "Some people learn well through hearing; for these a lecture, a discussion, a record, or a cassette will facilitate achievement." These people learn through the learning style suggested for Semiahmoo and White Rock in this report, while the Dunns' (2:276) comment that "Other students experience extensive difficulty when trying to learn without a tactual or kinesthetic involvement with their objectives" is at the base of the recommendation for the Marriott school and the low-structure learning style.

In a 1973 study, Hunt (9:12) found that 469 grade eight students were distributed by conceptual level scores into three distinct groups in the following manner:

<table>
<thead>
<tr>
<th>Degree of Structure</th>
<th>Much</th>
<th>Some</th>
<th>Less</th>
</tr>
</thead>
<tbody>
<tr>
<td>CL Score</td>
<td>0.2-1.0</td>
<td>1.2-1.4</td>
<td>1.5+</td>
</tr>
<tr>
<td>Number of Students</td>
<td>138</td>
<td>179</td>
<td>152</td>
</tr>
<tr>
<td>Per cent</td>
<td>29%</td>
<td>38%</td>
<td>33%</td>
</tr>
</tbody>
</table>

This study would seem to support the plan presented in this report for the secondary schools of South Surrey-White Rock. It should be noted, however, that Hunt's study showed that when alternative secondary schools with alternative
programs were offered in a common attendance area, many students preferred to simply attend the nearest school. Nevertheless, sixty-six per cent of students needing much structure chose the school offering it.

Hunt (7:45) reviewed studies which related to his view on conceptual levels and found some support for his position. For example:

Using a matching model, McLachlan (1969) investigated the interactive effects of learner CL and variations in structure. These variations were represented by a discovery (low structure) vs. lecture (high structure) approach. Equal numbers of low and high CL students, matched on ability, were assigned to each of the two conditions. The content of the presentation consisted of a specifically designed set of visual materials aimed at acquainting the student with the Picasso painting Guernica. Students in both conditions were shown the same pictorial materials, a slide containing the entire picture and a series of component parts of the picture on separated slides. Students in the lecture condition heard a short lecturette on the meaning of each component slide; while students in the discovery condition viewed each slide for a comparable amount of time, but were instructed to work out for themselves what the picture meant. . . . Results indicated an ordinal interaction, with low CL students performing significantly better (p .05) with high structure (lecture) than with low structure (discovery).

Hunt provides a model for offering the real educational alternatives suggested by Fantini. His scheme was implemented in Ontario in 1972 and seems suitable for consideration in the South Surrey-White Rock area.

Briefly, the educational criteria developed in Chapter III ask an investigator three questions about the proposal:

1. Will a system of alternatives better meet the educational needs of students than they are currently being met?

2. Does offering students alternative programs based on learning styles add flexibility to the system and provide for future educational change?
3. Does offering alternatives support the type of "... change that would have improved the education provided to all" suggested in the White Paper?

First, this system of alternatives is educationally desirable because it meets the real need of students identified by Hunt, Bereiter, and Fantini for a choice in learning styles. Hunt and Torrance are not alone in believing that students react differently to a particular teaching method. There is little effort at present to cater to student learning style and this proposal will at least partially meet the need of a student for a choice in learning style.

Second, a great amount of flexibility is offered the secondary school system by offering alternatives based on learning styles and the possibility for future educational change is enhanced. The three schools presently use teaching styles designed for the "student-in-general," while under the plan offered in this study the school system and the students gain the flexibility in the amount of structure presented to students in the various programs. With the division of students into groups requiring much, some, and less structure, the implementation of innovative programs becomes more feasible. The change proposed for Marriott would be especially enhanced by offering alternatives based on learning styles.

Third, this proposal is in keeping with the change alluded to in the White Paper as the "... change that would have improved the education provided to all." The White Paper indicates that students learn in a variety of ways and the alternatives offered by this plan support the intent of the White Paper to encourage change and variety in the public school system.
The economic criteria developed in Chapter III for considering the desirability of adopting a plan of reorganization based on alternative learning styles are:

1. Would the plan promote efficient use of facilities, land, money, and personnel?
2. Would the plan impose unreasonable burdens on the taxpayer?
3. Is there a more economically efficient way of bringing about the educationally beneficial changes suggested?

First, this proposal is most efficient in its use of personnel in that it promotes specialization. Both students and teachers with a desire for high structure, for example, would tend to move to the highly-structured school, while those students and teachers with a desire for low structure would move to the appropriate school. As Fantini suggests in *Public Schools of Choice* (4), this proposal need not add to school costs. This proposal is one of reorganization, not of acquiring new buildings. Facilities should be better utilized because there would be less need to duplicate facilities than at present because as the schools developed alternative programs, based on alternative learning styles, particular facilities could be placed at one school only. For example, a programmed learning course in accounting might be offered only in the school designated for those students desiring high structure, while the low-structure school would probably encourage both teachers and students to make use of the facilities in the total community.

The second economic criterion, that unreasonable burdens not be placed on the taxpayer, seems to be fulfilled in light of Fantini's contention that there is no
need to further burden the taxpayer, in the efficient use of personnel, and in the use of the larger community's facilities.

Third, if facilities, money, and personnel are efficiently utilized by the plan, and if unreasonable burdens are not placed on the taxpayer by the plan, then the proposed plan would seem to be a most efficient way of bringing about the recommended change in the organization of secondary education in South Surrey-White Rock.

The social-political criteria that must be considered in judging the alternative learning styles proposal consists of:

1. Would the plan result in more involvement in the "Community School" concept?
2. Would the plan promote community feeling?
3. Would the change answer the request for a secondary "value" school?
4. Would the public accept a plan based on alternative learning styles?

First, the "Community School" concept would be enhanced by this plan because the low-structure learning style would involve greater participation by the larger community in the schools. Furthermore, parents would be more closely involved in their children's education than presently because of their participation in choosing a learning style.

Second, the plan should promote positive community feeling because it would become evident that the three secondary schools were cooperating to give both alternatives and quality education in the area. Positive community feeling would also be fostered by the realization that the schools were cooperating to
offer greater economic efficiency.

Third, the high-structure school would have many of the characteristics sought by the proponents of secondary "value" schools. Many of the participants in the Citizens' Education Forum wanted the secondary schools to return to a more traditional learning style. This wish would be partially answered under the plan offered in this report.

Finally, would the public accept a plan based on alternative learning styles? With proper preparation, coordinated planning, and extensive communication with the public, there would seem to be little reason to believe that the general public would not support Fantini's argument in Public Schools of Choice that there is a need for alternatives within the public school system.

Middle schools. The final broad principle in this plan is that an experimental middle school should be developed in the White Rock area. The members of the Tri-School Committee favour the creation of middle schools despite the fact that their report of February, 1975, met with some resistance on this point. It is the view of this investigator that resistance was based on a too rapid implementation of the middle school concept. Thus, this plan proposes a more cautious implementation of the middle school concept.

Friesen (5:5) states that the middle school is a fairly new educational idea and is creating much discussion across the continent. He suggests that Canadians should consider the middle school as a replacement for junior high schools. Friesen observed (5:6) that:
Educators who have strongly advocated the reorganization of the public school to include the middle school have used diverse arguments. Frequently, the thrust has been toward overcoming the weaknesses of the junior high. Greater ease in the transition of students from elementary to secondary education has been stressed. Many educators have advocated a new and appropriate program for the in-between students.

However, Friesen suggests that there is need for caution in the development of a middle school system because some question its validity. Some investigators suggest it might be just another fad, some wonder about its philosophy, and still others hold that (5:6), "... there is indeed very little difference between the middle school and the junior high school as it is generally known."

Friesen, then, points out that there is some controversy over the middle school concept. Some educators argue that the middle school concept is a new and promising idea, while others maintain that the concept is identical to that of the junior high school movement. Those who hold the latter view maintain (5:7) that the ideas of the junior high school movement have not been implemented because of "... overcrowding or administrative convenience." Friesen (5:7) identifies the five basic principles of the middle school as being related to "... humanizing, bridging, exploring, self-concept development, and to recognizing the special characteristics of early adolescents ..." Friesen (5:8) suggests that the middle school movement has not yet "... clearly spelled out in new organizational patterns, new programs and new forms of instruction" anything that can be considered unique.

Despite the cautions raised by Friesen, many educators find that the middle school offers a needed alternative to the junior high school. Such
investigators as Robinson (10:25) remind educators that the junior high school has been called the "cesspool of American education" and that it failed to develop into an organization that met its expectations because "... it became a junior imitation of its senior counterpart and in the process became subjugated to it."

Robinson is among those educators who see a need for a new educational institution to serve North American youth when he (10:26) says:

What is clearly needed at this point in North American education is a new school model for transescent youth that clearly provides for the educational needs of these youth in the light of their distinctive physical, intellectual and psychosocial characteristics. This new school model is that of the middle school.

In his 1973 report to the West Vancouver Board of School Trustees, Robinson reviewed the characteristics of transescent youth and the case for the middle school. He particularly stressed that rather than being a junior version of the high school, the middle school is based on the elementary school program and should be a bridge between elementary and secondary schooling. Robinson (10:27) further states, "... that the middle school, lacking in tradition, history, and fully defined identity, is an excellent vehicle for responsible innovation in educational practice." Robinson reviews the weaknesses of the junior high school program and concludes that the middle school could provide what the junior high school system is not providing. Robinson (10:37) says:

... enough has been said to indicate that the traditional modes of school organization, instruction, guidance, staffing and extra-curricular activities currently found in junior secondary and junior-senior secondary schools are not likely to meet the unique educational needs of transescent youth. These youth need a school that is designed specifically for them and that school is the middle school with its distinctive educational program.
Robinson's conclusion that there is a need for a middle school and a unique program for transescent youth finds concrete support in the evaluation by Garvelink (6) of Abbott Middle School in West Bloomfield, Michigan. There, the principles described by Friesen and Robinson were acted upon. Garvelink (6:101) describes how at the Abbott Middle School "... they capitalize on the natural tendencies of adolescents not to be interested in things for long periods of time." Garvelink describes how Abbott has developed a unique organization by having all teachers relate to all students. Garvelink (6:101) says, "The reassignment of each student to a new team of teachers every six weeks means that all students do eventually become acquainted with all staff members." Abbott Middle School helps students pursue their individual interests through mini-courses. Garvelink (6:102) states:

The more than 50 mini-courses available on a rotating schedule include such things as Baseball History, Candle Making, Judo, Donuts and Conversation, Gourmet Foods, Macrame, Gymnastics, etc. . . .

The educational criteria developed in Chapter III ask the investigator three questions about this middle school proposal:

1. Will a middle school concept better meet the educational needs of students in the South Surrey-White Rock area than the present junior high school concept?

2. Will the plan offered for implementing the middle school concept possess the qualities needed for flexibility and future organizational change?

3. Does the plan support "... change that would have improved the education provided to all" suggested in the White Paper?
First, the middle school concept offers promise of better serving the educational needs of youth than does the present junior high school system because as Robinson (10:26) says:

... the present junior secondary school model has failed in large measure to meet the unique educational needs of transescent youth, there appear to be justifiable reasons to question its present philosophy and organization. While the junior secondary school was created as a bridge between the childhood years of elementary school and the adolescent years of secondary school, there is evidence to suggest that it has not fulfilled this bridging function.

Furthermore, it is interesting to note that the Surrey School Board-sponsored Tri-School Committee unanimously supports an end to the present junior high school system and supports the development of the middle school concept in the South Surrey-White Rock area.

Finally, that the educational needs of transescent youth can be met by the middle school is attested to by such observers as Garvelink (6:100) when he says, "... they have a middle school curriculum that does what it should for sixth, seventh, and eighth graders."

The second educational criterion relates to the ability of the proposed plan for the middle school to foster flexibility and future organizational change. The plan suggests an experimental middle school for some students in the area. Thus, some flexibility is added to the present monolithic educational system for some students. Furthermore, if the experimental middle school is successful, it will serve as a base for future organizational change.

The criterion of providing "... change that would have improved the education provided to all" expressed in the White Paper would at least partially
be met by developing an experimental middle school because the failure of the junior high school system would at least be recognized as it is by Robinson (10:25). Furthermore, some choice for some students in the public school system would be provided as is recommended by Fantini (4). Finally, the fourteen-member Surrey School Board-sponsored Tri-School Committee believes that the introduction of the middle school concept is desirable.

The economic criteria developed in Chapter III ask an investigator three questions about the middle school proposal:

1. Would a middle school make the most efficient use of facilities, land, money, and personnel?

2. Would the creation of an experimental middle school impose unreasonable burdens on the taxpayers of the school district?

3. Is there a more economically efficient way of implementing the middle school concept in the South Surrey-White Rock area?

Although there would be some cost involved in developing an experimental middle school, there would be no need for the acquisition of additional land or personnel. For example, the use of portable classroom facilities placed on a present and suitable elementary site and staffed by teachers currently in the elementary school or the local junior secondary school would make the acquisition and placement of the portables the major cost—a cost somewhat offset by the creation of space within the local secondary school. Therefore, the creation of an experimental middle school need not impose unreasonable burdens on the taxpayers of the school district. Finally, it would seem that if it is deemed
advisable to implement the middle school proposal it could hardly be done at less
cost than by the scheme proposed.

The social-political criteria developed in Chapter III ask an investigator
three questions about the middle school proposal:

1. Would the plan result in more involvement in the "Community School"
   concept?

2. Would the plan promote positive community feeling in the South
   Surrey-White Rock area?

3. Would the change answer the request for a secondary "value" school
   in the White Rock area?

The creation of an experimental middle school should result in more
involvement of the public in the "Community School" concept because the school
should be placed where parents have indicated a desire to become more involved
in the school system. An active attempt by educators to make use of the experi-
mental middle school to involve the community more fully in the operation of the
schools could serve as a model for other schools. The plan, properly implemented,
would seem to have promise in promoting positive community feeling in the area
it serves. Finally, the middle school proposal would partially answer the
requests for a secondary "value" school. These requests were really requests
that the school system meet the needs of transescent youth, something that the
junior high school system has been unable to do.
Summary

This chapter presented the plan, and the justification for the broad principles underlying the plan, for the reorganization of secondary education in the South Surrey–White Rock area. The plan was based on the proposal that:

1. there should be three secondary schools in the area,
2. the schools should enrol grades nine to twelve,
3. each of the schools should offer a distinct educational alternative based on learning styles, and
4. an experimental middle school should be developed.
REFERENCES


Chapter IV presented the plan for restructuring the educational system in South Surrey-White Rock. This chapter will present specific recommendations for making the plan operational.

**RECOMMENDATION #1**

EARL MARRIOTT SECONDARY SCHOOL SHOULD BE DESIGNATED A SECONDARY SCHOOL FOR STUDENTS REQUIRING LITTLE STRUCTURE AND PERHAPS SHOULD MODEL ITS CURRICULUM ON GIBBONS' "WALKABOUT"

The plan for Marriott Secondary School is designed for students wishing personal challenge and opportunity to make many of the decisions themselves in the pursuit of their educational goals. Such students usually prefer a learning style that is characterized by little structure. They need less teacher direction than is usually given in a traditional school, and when instructions are required they need only general instructions, not the very specific instructions which are needed or desired by students who prefer much structure. The Dunns (1:276) describe a philosophy for this school as:
Children are permitted to select their curriculum, resources, schedule, and pacing. Children may remain with a topic as long as it interests them and may study alone, with a friend or two, or in a small group. Since children learn in very individual ways, the teacher is responsible for providing an environment rich in multimedia resources and for encouraging student involvement with the materials. Objectives, if used, are determined by the child and may vary from student to student and on a continuously changing basis. Grades are not given, but evaluations are made in terms of the child's demonstrated growth. A positive and "happy" attitude is considered very important to student progress.

This Recommendation proposes that Earl Marriott Secondary School will become an alternative secondary school in which the curriculum will be designed to foster the "walkabout" program described by Maurice Gibbons (4) in the May, 1974, issue of the Phi Delta Kappan. Briefly, the program suggests that secondary schooling should culminate in an activity analogous to the Australian walkabout. The graduation activity of each student would consist of a presentation in which the student demonstrates that he has met five basic challenges prepared for in the curriculum of the secondary years. Gibbons describes the basic challenge as:

1. Adventure: a challenge to the student's daring, endurance, and skill in an unfamiliar environment.

2. Creativity: a challenge to explore, cultivate, and express his own imagination in some aesthetically pleasing form.

3. Service: a challenge to identify a human need for assistance and provide it; to express caring without expectation of reward.

4. Practical Skill: a challenge to explore utilitarian activity, to learn the knowledge and skills necessary to work in that field, and to produce something of use.

5. Logical Inquiry: a challenge to explore one's curiosity, to formulate a question or problem of personal importance, and
to pursue an answer or solution systematically and, wherever appropriate, by investigation.

The Marriott Secondary School curriculum would be specifically designed for those secondary school students who find that they do not need their educational materials preorganized in the very structured way preferred by students requiring much structure. Students vary in the amount of structure they require, and the plan is that Marriott Secondary would appeal to those students desiring least structure.

Recommendation #1 suggests that Marriott Secondary School should base its curriculum on Gibbons' "walkabout" model. What is the rationale for this model and what would it contribute to the educational choice offered to the secondary students of the South Surrey-White Rock area? Gibbons argues (4) that students in our schools do not encounter the experiences that they will face in real life, that they are presented with too much theory and that they should be given more experience in relating to the real world. Gibbons also argues that our traditional schools keep the student in groups and insulate him from himself and opportunities to reflect on his own nature, weaknesses, and aspirations. Gibbons argues that what is important for both the community and the student is "what he feels, what he stands for, what he can do, and will do, and what he is becoming as a person." The five basic challenges already described would help in the development of students who seek answers to who they are, and what they are capable of becoming. Gibbons' approach--the walkabout and the five basic challenges--offers a real educational alternative and as Gibbons (4:602)
says in the Kappan article:

The school also seems likely to reap a number of benefits from the walkabout challenge program: a boost to school spirit; an opportunity to establish a new, more facilitative relationship between staff and students; a new focus for cooperation with parents and the rest of the community; a constant source of information about what is important to students—and parents; a means of motivating and focusing learning for everyone, particularly younger, beginning students; a constant reminder of the relationship between education and living; and a device for transforming the nature of schooling to combine freedom and responsibility, independence and clearly directed effort. And most important, it will enable us to communicate to our younger generation how important their growth and accomplishment is to us. In fact, the success of this concept depends on that communication.

Marriott Secondary School would operate from a fairly flexible base.

First, Gibbons suggests that different communities might choose alternative categories of achievement, and a variety of curricula and strategies for pursuing the basic principles of the walkabout—individual challenge, personal decision making, and self-direction in pursuing one's educational goals. Second, Gibbons suggests that the model can be adopted in varying degrees:

1. it could be a major extracurricular activity,
2. it could be one course in the curriculum,
3. it could be basic to the graduation requirements, or
4. it could be at the center of the total curriculum.

Third, the operational level of the walkabout that Marriott uses might depend on the portion of students entering the secondary system it attracts. If Marriott Secondary were to attract fewer than one third of the 500 students entering the secondary system each year in the South Surrey–White Rock area, it might have
to alter its program to attract more students. Fourth, flexibility is a natural part of this proposal because a student is only introduced to the walkabout in grade nine, planning and proposals for the five challenges are begun in grade ten, and grade twelve activities evolve over time, giving the school organization time to adjust to and prepare for them. Finally, it should be remembered that both Fantini and Torrance suggest the need for such an alternative and there is a theory base for this approach in the work of Hunt (6).

How well does Recommendation #1 meet the criteria set in Chapter III for the assessment of programs as they contribute to the achievement of the educational goals of all the students in the South Surrey-White Rock area?

The educational criteria are well met by this proposal because:

1. more of the various educational program needs of the students will be met under this plan by means of the five challenges than are presently being met, and

2. the Recommendation offers the four modes of implementation mentioned by Gibbons, giving great flexibility and opportunity for future organizational change, and

3. the Recommendation would seem to provide for "... change that would have improved the education provided to all" mentioned in the White Paper.

The economic criteria are equally well met by Recommendation #1 because:
1. the Recommendation proposes that the school will more efficiently use the personnel available in the community by enlisting the voluntary and active participation of parents and other citizens, without increasing the burden placed on facilities or land, and

2. this would seem a most economical way of bringing about the variety of change desired in the educational system because there is no requirement for more money.

The social-political criteria are particularly well met by Recommendation #1 because:

1. there is no reason to believe that the public would not accept a system that gives its users choice in learning styles, rather than one mode for graduating from the secondary system, and

2. Recommendation #1 provides for just the sort of involvement by the public that the School Board is seeking in its promotion of the "Community School" concept and the walkabout activities would promote a feeling of community in the South Surrey-White Rock area.

In addition to meeting the educational, economic, and social-political criteria developed in Chapter III, Recommendation #1 offers students an educational style characterized by little structure, one of the three alternatives in educational style offered by the total plan developed in this report for the reorganization of the secondary educational system in South Surrey-White Rock.
The plan for Semiahmoo Secondary School was designed for students wishing a highly-structured learning situation. The need for high structure is felt by many students and that the alternatives in instructional style presented in the total plan offered in this report are needed is alluded to in the White Paper when it says, "... no single instructional style can be used to enable students to learn." That there is a need for such a school, and that the traditional high school has not been entirely ineffective is acknowledged by the White Paper when it says:

The school system for some students provides a satisfactory educational experience. These students leave the school system literate, optimistic, confident, with social skills, and the ability to think critically. They are able to participate as adults in a democratic society.

Thus, a traditional alternative should be retained for those who need and desire it. A large part of the public seems to think a highly-structured, traditional school is necessary.

The "much structure" offered at Semiahmoo would mean that students would have more teacher direction than would the students at Marriott and that there would be less use made of group methods and individual learning techniques. The curriculum would be presented in a specific and detailed manner and learning activities would be more closely supervised than at Marriott. Hunt (6:10) defined learning style as, "... how much structure a student
needs to learn best" and distinguished between students who need little structure--
little teacher direction, little direct instruction, and little preorganization of
learning experiences--and those students who need much structure--much teacher
direction, precise instructions, and highly organized learning experiences.

In commenting upon the philosophy of such a school the Dunns (1:277) say:

The teacher is responsible for helping students to achieve (minimally)
grade-level standard. Children are expected to "pay attention," "try," "work," "take their work seriously," and "be good"--all of which pre-
supposes that they are each able to achieve through the method(s)
selected by the teacher. Most of the instruction is through lecture and questioning occasionally supplemented by media. Lesson plans are written by the teacher for the principal as indications of what the class will be taught. Grades are determined by the student's achievement on group tests. All students learn sequential blocks of subject matter at the same time. A few students are permitted some "enrich-
ment" if it does not interfere with the curriculum to be "covered." For all, self-selection of subject content and method of learning are rare.

Semiahmoo would operate much as it presently does, but with the addition of grades nine and ten. The present free time offered most students would be eliminated and the school would operate much as it did in the early 1960's when it offered grades ten to thirteen.

How well does Recommendation #2 meet the criteria set in Chapter III for the assessment of programs as they contribute to the achievement of the educa-
tional goals of all of the students in the South Surrey-White Rock area?

The educational criteria are met because:

1. Recommendation #2 provides for a need that is not presently being met;
that is, there is presently no real attempt to provide a highly-structured
instructional style for students requiring it, and

2. Recommendation #2, jointly with Recommendation #1, provides the student with flexibility in learning styles, and

3. the school system would gain the organizational flexibility referred to in the White Paper when it says, "Flexibility in school organization must be provided so that the social needs of children are more appropriately met."

The economic criteria are met because:

1. the facilities and personnel at the Semiahmoo site would be at least as efficiently employed if they concentrated on a program for students desiring a highly-structured instructional style, and

2. the implementation of the plan would not increase the burdens placed on the taxpayer of the school district, and

3. because there are no increased capital costs involved, this would seem a most economic way of bringing about the suggested changes for the secondary schools in the South Surrey-White Rock area.

The social-political criteria are met because:

1. Recommendation #2 would answer the demands of many parents at the Citizens' Education Forum meetings for a secondary "value" school. What many of these parents wanted was a school that offered the more highly-structured instructional style proposed for Semiahmoo, and

2. Recommendations #1 and #2, taken together, provide the public, students, and teachers with a choice of approaches to education, a choice which
is both politically and socially desirable.

In summary, Recommendations #1 and #2, taken together, present no economic obstacles to implementation, give distinct educational benefits and choices to students, and also provide them with social alternatives, and Recommendation #2 answers a political demand for more structure in the secondary school system.

RECOMMENDATION #3

WHITE ROCK JUNIOR SECONDARY SCHOOL SHOULD BE DESIGNATED A SECONDARY SCHOOL FOR STUDENTS REQUIRING LITTLE STRUCTURE, BUT WHO PREFER MUCH STRUCTURE, AND THE SCHOOL SHOULD BE MODELLED ON MARINER HIGH SCHOOL EVERETT, WASHINGTON.

The proposed plan for Marriott Secondary School offers a low-structured instructional style, and the plan suggests a high-structured style for Semiahmoo Secondary School. If those two instructional styles and the corresponding curricula are seen as the extremes, then the plan for White Rock Secondary School is midway between those two instructional styles. Mariner is chosen as the model because it is known to the teachers at White Rock and because it best illustrates the learning style recommended.

The rationale for the Mariner approach is presented in its publication "Mariner High School," which indicates that Mariner is a "Community School" in the sense that White Rock Junior Secondary has already adopted in principle and will develop into with the completion of the building program underway.
The facilities already in place and those in the building stages at the White Rock site are appropriate for development in the manner followed by Mariner a few years ago.

The basic philosophy of Mariner is stated briefly in what the school calls the "Mariner Seven":

- Interdisciplinary Approach
- Personalized Learning
- Continuous Growth
- Integrated, Sequential Program
- Teaching Concepts
- Coordination and Inservice
- Teacher-Advisor Counseling

The interdisciplinary approach stresses the interrelatedness of knowledge and tries to break down the fragmentation that occurs when the traditional disciplines are kept separated. A real effort is made to provide for personalized learning by assuring that students have sixty per cent of their time spent actively learning in labs or personalized projects and not just listening. Mariner operates on a nongraded continuous growth program that it is still developing and although its philosophy is that no student fails and no grades are given, the courses are organized in sequences based on class medians and students are awarded credits for completing a certain number of levels. Further, failure to meet level deadlines, which occur every few days, causes the student to be given special help in what is termed the "crisis center." Mariner is not a "free school."

Central to Mariner's curriculum approach is the critical path planning common to larger business organizations. This planning, applied to Mariner's curriculum, calls for dividing a course into twenty segments, or levels, the
completion of which is essential to completing the course. Mariner finds this approach useful in judging what is essential to a course, useful in establishing time guides for the completion of assignments, and useful in providing for Mariner's continual growth objectives.

The level system helps to identify the essential concepts that will be taught and facilitates the integrated, sequential program that the school pursues in its curriculum development.

Mariner puts much emphasis on stating its objectives in behavioral terms for each level of a course and in giving the objectives to students as a guide through the prescribed activities. The school philosophy states, "It is important that each teacher know his objectives. Only those objectives which can be specified in terms of intended student behaviors should be used."

In discussing the philosophy of such a school as Mariner, the model on which the plan proposes White Rock Secondary should be based, the Dunns (1:276) state that:

Students are given curriculum choices, freedom, and objectives and are expected to independently gather and retain information. Students are usually permitted a voice in their program development. Since alternative programs differ widely, the degree to which options are provided concerning objectives, resources, activities, and evaluations is dependent on the individual program, not the student.

Establishing White Rock Secondary on the Mariner model would provide the secondary educational system in South Surrey–White Rock with three distinct alternatives, all of them desirable to a significant number of students as well as implementing a program many of the teachers in the area have studied and found
worthwhile.

How well does the plan for White Rock Secondary fit the criteria developed for assessing new programs as they contribute to the educational goals of students and the School Board?

First, the educational criteria are very well met because:

1. the number of courses offered by the Mariner system can be larger than a traditional approach and the provision for personalized learning and continuous growth would be an educational improvement over the present situation, and

2. the Mariner approach offers great flexibility and is characterized by constant organizational change, and

3. the change that would occur if this model were adopted is just the sort of change encouraged by the White Paper.

The economic criteria are well met in that:

1. the plan can cause teaching personnel to be more efficiently deployed than at present by freeing them to give more individual attention,

2. the plan does not need increased money to become operational, and

3. the increased flexibility and teaching efficiency offered by this plan at no increased cost is a most economic way to institute change.

The social-political criteria would be well served in that Mariner High School is a successful "Community School" and White Rock Secondary could meet the Board's desire to further develop the "Community School" concept by using Mariner as a model as it develops programs related to its aquatic, drama, and
general community involvement potential.

Summarizing, Recommendations #1, #2, and #3 would offer the secondary educational system of South Surrey-White Rock a system of alternatives. Marriott would offer an alternative based on Gibbons' "walkabout" and a low-structure learning style. Semiahmoo would be a formal, traditional alternative, offering a high-structure learning style, and White Rock would offer a moderately-structured learning style and be based on the Mariner High School model.

RECOMMENDATION #4

AN EXPERIMENTAL MIDDLE SCHOOL SHOULD BE DEVELOPED IN THE WHITE ROCK AREA

The members of the Tri-School Committee, such investigators in Canada as Robinson (8) and such investigators in the United States as Garvelink (3) indicate that there is much support for the middle school concept. However, the advice of such writers as Friesen (2) should cause a school district to move with caution as it develops middle schools as a replacement for junior high schools. Regardless of how badly the junior high schools have failed, it would be foolish to replace them with a structure that might prove to be no different. Thus, a middle school experiment committee should be struck to search out an elementary school having all of the following:

1. space for portable classrooms,
2. a staff desiring to become involved in a middle school project, and
3. a committed group of parents of elementary students who strongly
wish an alternative to the junior high school.

This committee working with administrative staff, university support, parents, and teachers should build a small experimental middle school project which could, if successful, serve as the base for the possible dismantling of the present junior high school system.

How well does Recommendation #4 meet the criteria set in Chapter III for the assessment of programs as they contribute to the achievement of the educational goals of the students in the South Surrey-White Rock area?

The educational criteria are well met by this proposal because:

1. there is some evidence that middle schools will better meet the educational needs of students than have the present junior high schools,

2. the development of a middle school experiment would add flexibility to the present system and provide a base for future organizational change, and

3. the plan for an experimental middle school supports the variety of change in the educational system alluded to in the White Paper.

Recommendation #4 would seem to meet the economic criteria in that:

1. there would be no need to acquire additional land nor to hire additional teachers, and the cost of additional facilities should be moderate considering the significance of the experiment for the school district,

2. the creation of an experimental middle school would place a minimal burden on the taxpayers in the school district, and

3. the plan proposed here would seem to be the most efficient way of
implementing an experiment with the middle school concept in the South Surrey-White Rock area.

The social-political criteria developed in Chapter III for assessing the desirability of such changes in the school system seem particularly well met because:

1. the change would, to some extent, answer the requests for secondary "value" schools, in that the public really seemed desirous of an alternative to the junior high school system,

2. the plan for the experimental middle school invites parental and community involvement in the educational system—a necessity for the continued growth of the "Community School" concept desired by the Board, and

3. such an experiment should promote positive community feeling towards the schools in that it would show the community that the educational system is interested in meeting the changing needs of the community.

Concluding Statement

The proximity of Marriott, White Rock, and Semiahmoo secondary schools to one another, and the concept of developing them as secondary school alternatives based on significant differences in learning styles in conjunction with a middle school experiment, gives School District #36 (Surrey) a unique opportunity to offer the community a model secondary educational system that would have several educational advantages. For this reason, the proposed plan should be implemented.
REFERENCES


BIBLIOGRAPHY


This study arose out of the educational objectives adopted by the Surrey School Board for 1974-75 at its October 7, 1974, meeting. This study deals specifically with the objective referred to in the Board minutes as, "Specific Objectives (4) To present to the Board by March 17, 1975, a report making recommendations regarding the possible reorganization of Earl Marriott, Semiahmoo and White Rock Junior Secondary."

In planning for a full examination of this matter, the superintendent approved a proposal on September 30, 1974, that this writer work with the Tri-School Committee and prepare an independent report.

Advisory Committee

To insure that the views of teachers in the various schools were elicited in making this study, the following educators were nominated to an Advisory Committee:

Mr. W. D. Derpak Director of Secondary Instruction
Mr. P. Carey Principal, Earl Marriott
Mr. R. Van Ieperen Vice-Principal, Semiahmoo
Mr. C. Brunelle Principal, White Rock

The purpose of this study was to examine the question of the reorganization
of secondary education in South Surrey-White Rock. Based on the goal of the Surrey School Board to offer its student clientele variety in education, four considerations became necessary criteria for the adoption of the plan:

1. educational considerations,
2. economic considerations,
3. social considerations, and
4. political considerations.

The results of the analysis of these considerations as they apply to the adoption of the plan are:

**Educational Considerations**

There is good reason to conclude that the offered plan should provide the school climate, program variety, and organizational structures that are necessary to meet the needs of the secondary students in the area.

**Economic Considerations**

There would appear to be no major economic arguments against the adoption of the plan offered because there is no requirement for the additional bussing of students, only a normal requirement for increased equipment and materials, and no requirement that existing facilities be renovated for a different clientele.

**Social Considerations**

There is evidence that the plan presented here for reorganization of the secondary schools in South Surrey-White Rock would provide students with a more
suitable environment both educationally and socially.

**Political Considerations**

There is evidence that the plan would answer the recent political desires of the community for diversity in the system.

Based on this analysis of educational, economic, and social-political considerations the following recommendations are made to the Superintendent of Schools:

**RECOMMENDATION #1**

**EARL MARRIOTT SECONDARY SCHOOL SHOULD BE DESIGNATED A SECONDARY SCHOOL FOR STUDENTS REQUIRING LITTLE STRUCTURE AND**

**PERHAPS SHOULD MODEL ITS CURRICULUM ON GIBBONS' "WALKABOUT"**

**RECOMMENDATION #2**

**SEMIAHMOO SENIOR SECONDARY SCHOOL SHOULD BE DESIGNATED A SECONDARY SCHOOL FOR STUDENTS REQUIRING MUCH STRUCTURE**

**RECOMMENDATION #3**

**WHITE ROCK JUNIOR SECONDARY SCHOOL SHOULD BE DESIGNATED A SECONDARY SCHOOL FOR STUDENTS REQUIRING LITTLE STRUCTURE, BUT WHO PREFER MUCH STRUCTURE, AND THE SCHOOL SHOULD BE MODELLED ON MARINER HIGH SCHOOL EVERETT, WASHINGTON**
RECOMMENDATION #4

AN EXPERIMENTAL MIDDLE SCHOOL SHOULD BE DEVELOPED IN THE WHITE ROCK AREA