

The Constructive Principal

Interview: C3 Doc 1A

+The Constructive Principal	
+Domain: Personnel Case 3	1
+Topic: Interview at Greenland HS	2
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+People: Connie Conrad (Principal)	4
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LWW: First of all thank you for having me here and allowing me to interview.	7
These are open questions, go through as many as we can. We can start off, telling me a little bit about yourself and how you came to become involved in school administration.	8 9 10 11 12 13 14
P: I came here in the fall of 1961 as a brand new 21 year old college graduate [from Norse College, all girls' school then] who had gotten a job as a science teacher.	16 17 18 19 20 21
During the first year I taught biology and math and general science 9.	23 24
During that school year, the principal came to me and told me that there would be a vacancy in the guidance office.	26 27 28
He told me I had the qualifications to be a guidance counselor.	30 31
He wanted to know if I would go back to school and get a master's degree in guidance and be a guidance counselor the following year.	33 34 35 36
At that time, he would start me in guidance without being certified, without the school being punished.	38 39 40
So, I did, I started school that summer and went into guidance that fall. I still taught one class all the way until the time I was a coordinator.	42 43 44 45 46
I became a coordinator around 1967, until 1971, yeah I became a coordinator, and, I did get a master's degree at Winston College.	48 49 50 51



I had done it by hand as a counselor.	109
In the late 60s and 70s, the county	111
said that administrators should do	112
scheduling even though went to	113
computer; that we must fix it by	114
hand for the kids.	115
LWW: What does it mean to run a	117
school?	118
P:That you have a wide range of	120
responsibility. Instruction,	121
extracurricular activities, variety	122
of contacts, police contact,	123
communication with central office,	124
monies in the bank, coaches, and	125
working with department chairmen.	126
There is the impact of special	128
education and dealing with the changes.	129
Being visible and involved.	131
Being visionary like the construction	133
renovation [going on in school now].	134
Must maintain contact with students	136
and staff. Lots of discipline,	137
especially special ed.	138
[Travel]. 20 to 30 days a year, I am	140
out of the building.	141
Andrew Anderson is the instructional	143
assistant principal.[Came from Hill-	144
side HS this year 1993 to 1994;	145
replaced at Hillside by Marc Simon	146
from Ethan Allen High School].	147
[Ryan Roberts is the nuts and bolts,	149
facilities and maintenance]	150
[Both do discipline].	151
There are the night activities which we	153
divide among the five of us, and we	154
have a part time female AD.	155
Well, night activities I think are	157
very important. But at the same time	158
I think we need to divide them up so	159
that somebody doesn't burned out on	160
one area or another.	161
So, I try to do a fair share for	163
example of PTA County Council.	164
I try to get three a year. Mr. [Andrew]	165

Anderson does three a year.	166
Mr. Roberts does three a year.	168
Band Boosters the same way. Athletic Boosters I do every second Monday. I let the AD do the fourth Monday by himself. He usually comes to second Monday unless he has a conflict.	170 171 172 173 174
The female AD, she does all of the female, girls basketball and ah, volleyball and softball games at home. And, then, occasionally we will join her just to be there.	176 177 178 179 180
We try to have everybody, the AD and the three principals at every home football game because of the enormity of the crowd.	182 183 184 185
But in boys' basketball, unless we expect to sell out, we will only have two people here usually for a boys' basketball game.	187 188 189 190
But, when we have a sellout crowd, we know we are going to have a sellout crowd, usually then all four of us will come.	192 193 194 195
But, I think it is very important that we are a part of that and active and interested and doing the discipline and doing the supervision and so forth; I think all of those things are important that we take part.	197 198 199 200 201 202
Now, in addition to the regular things which come with being a principal, I do have some connected outside interests that I take a very active part in.	204 205 206 207 208
I am, of course, we are a member of the State High School League. And, I was asked this past year to serve a three year term on the Hardship committee.	210 211 212 213 214
So, I must go to Chester three times a year and meet with another group of principals and superintendents. And, there about 6 or 8 of us; and we sit on a board that hears a hardship case from a school asking that	216 217 218 219 220 221 222

eligibility be granted when 223  
actually it isn't supposed to be 224  
due to some kind of medical, 225  
physical, financial hardship 226  
that occurred in the child's life. 227  
And that takes a whole day each time 228  
I do that. 229

And that is something I am real 231  
interested in because, and that 232  
comes back with my natural 233  
sensitivity to children. You know, 234  
I want children to have everything 235  
they are entitled to. And, that 236  
is why I mentioned that. 237

I am also currently serving on the 239  
state committee for the Regional 240  
Association of Colleges and Schools. 241  
And, to me this is very, very 242  
important. This is the accreditation 243  
standards that are set up. 244

And, we [GHS] are a member of the 246  
Regional Association which is that 247  
11 of the states belong 248  
to this accrediting association. And, 249  
Greenland has always met the 250  
guidelines for that accreditation. 251

And, I work with twenty some schools 253  
in this area that I worry about their 254  
accreditation. I attend a meeting with 255  
that twice a year and a state meeting 256  
twice a year. And, I attend the annual 257  
meeting once a year in December. 258

And, I think that is a really important 260  
part. 261

Then, I do some school renewal. 263  
I am a school renewal facilitator. 264  
I will do some of those occasionally. 265  
I have two new schools coming on from 266  
the Durango area that I am going to 267  
facilitate. And, then I have two 268  
in Frescha County; and one right 269  
outside of Wamico County. 270  
I have five now. 271

LWW:What is school renewal? 273

P: School renewal is a process you can 275  
do instead of a self study. 276

I also go from time to time and chair 278  
or serve on visiting committees when 279

schools are going through evaluation,	280
standard, an ASSE evaluation.	281
I will go and do those.	283
I did, let's see, last one I did was	285
last year I did Buchanan High School	286
at Birch and I did that one.	287
And, I did Ulysses Grant and I did	289
Morden.	290
I have done those in the last five	292
years.	293
Then, I will also go and serve on	295
interim.	296
I have got an interim up here at Verona	298
Vista I have got to take care of this	299
year. And, ah, that is an important	300
part of my educational interest	301
outside of school, those areas.	302
LWW: Why would you say those are	304
important?	305
P: Well, I just feel that it is	307
important, for example, as far as	308
Regional is concerned that all schools	309
maintain these standards. You know,	310
that you have X amount of librarians	311
and X amount of secretaries and X	312
amount of books in the library and	313
everybody is certified. I just think	314
that this is important.	315
We have to have a check system. We have	317
to have some way that says you do meet	318
the standards and this accrediting	319
association was established before the	320
turn of the century. It has been in	321
existence since 1800 and something.	322
I just feel that it is important that	324
we improve instruction by maintaining	325
qualified teachers, maintain the right	326
and number of materials, the right	327
number of support staff, and all of	328
that kind of thing.	329
I just feel that this is really	331
important to good learning everywhere.	332
LWW: So, basically, summarizing what	334
you have said so far, where you think	335
it is important to spend your time,	336

is the commitment to outside activities 337  
to supporting the night activities so 338  
it is equitable among the 339  
administrators, which is really 340  
part of maintaining contact with 341  
students and staff. 342

Is there anything else? 344

P: Well, I probably have left out the 346  
most important component which you 347  
kind of take for granted and that is 348  
the supervision of instruction 349  
directly. 350

And, that is we do have a wonderful 352  
evaluation program in Rockworth County 353  
where we have a system of rotating 354  
the teachers. 355

A brand new teacher gets evaluated 357  
every year she is here for the first 358  
three years and then it comes on an 359  
every other year; they go through 360  
a full evaluation. 361

In that time you try to observe them 363  
no less than two times a year, one 364  
each semester, more if you possibly 365  
can. 366

You have a follow up conference of some 368  
kind. It might be brief one, might be 369  
a long one, might go into deep detail 370  
about the class. Might not be necessary 371  
to go into detail about the class. 372  
But, if they did a good job, they 373  
deserve your time and being told that 374  
this was excellent. I enjoyed this, 375  
I thought this was stimulating. 376  
You know you need to tell them. 377

And, at the same time, you need to 379  
say, you have some down time about 380  
six minutes that you lost 381  
instructionally. You know, 382  
you need to say those things. 383

And, I guess that has got to be the 385  
overriding important phase that any 386  
principal does even though they get 387  
bogged down with all of the paper 388  
work and all of the other things 389  
that go along with it. 390

You are on your way down the hall to 392  
observe a class. And it is the most 393

important thing you are going to do	394
that day and there is a fight in	395
front of you.	396
Well, you don't get to the class ,	398
you bring the fight back to the	399
office and the class goes by the	400
wayside.	401
But, you have got to reschedule and	403
go back and do that.	404
It has still got to be the focus of	406
your life. And, in that kind of	407
supervision. And, when I say	408
improvement of instruction,	409
I am not just talking about observing	411
and helping the teachers improve,	412
but also providing the materials	413
they need, updating things, getting	414
extra things.	415
A long range plan, in athletics for	417
example, that so and so and so and so	418
get uniforms this year and next year,	419
two more will get them.	420
There has to be a master plan of	422
improving everything here, you know.	423
Okay, we will buy a laser printer this	425
year. We will spend \$1300 for a laser	426
printer and it will help yearbook, it	427
will newspaper, it will help the main	428
office, it will help teachers.	429
You know you have to get a big broad	431
picture and you have to always focus	432
on that improvement one way or another.	433
And, it might be small things that you	435
think are insignificant. But, we had a	436
large number of children, for example,	437
to sign up in catering this year. And,	438
in their catering is a lot of cooking	439
and making of things. And, that class	440
was better facilitated by my adding	441
two of the large mixers this year.	442
Well, you think, well that is not much.	444
But they were \$200 each. But, we felt	445
that this much interest in catering,	446
we needed to add this to our inventory	447
this year.	448
LWW: How do you go about making those	450

kinds of decisions? You know, making that master plan?	451 452
P: Well, I guess it really comes from just a day to day year to year month to month, whatever, awareness of the total program.	454 455 456 457
You know, I knew that was needed down there. And, I know that next year, we are going to zero in on the computer lab. We are going to get it.	459 460 461 462
The computer lab is going to be in the new wing.	464 465
And, even as today, I was again saying, to the math supervisor. Don't forget we have the oldest computer lab in Rockworth County. When we get the new facility, it should be state of the art.	467 468 469 470 471 472
And we need to have that \$30,000 built in somewhere that those computers are the top notch identical; everything that teachers should dream about having in there.	474 475 476 477 478
And, it is just kind of, it is just something that you, ah. I guess in some respects I have it written down; and at other times, it is just kind of a, I don't know, a master plan in your mind to improve this right now.	480 481 482 483 484 485
And, to improve this tomorrow, and to plan for this three days from now, or three months from now, or whenever.	487 488 489
LWW: And, basically people come and talk to you about their needs	491 492
P: [interrupting] Right.	494
LWW: And, then you look at the budget for that year	496 497
P: [interrupting] Right.	499
LWW: And, say we can get that this year, but we will have to wait on that until next year.	501 502 503 504
P: Right.	506

LWW: Kind of thing like we saw with the coaches. 508  
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P: Right, exactly. 511

If you were going to be here in December, you would know that is budget request time. And, I will work with the Department chairmen the very same way I work with the coaches in what do we need this year, could we plan for this for next year, do we want to request it now, or do we want to leave it for two years from now. 513  
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What kind of things do we want to do for next year, and a year from now, or two years from now, whatever. 524  
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It will be the exact same kind of planning with them individually. 528  
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And, basically, they will keep. I will do a big budget request. 531  
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But, basically, each department will keep me on target like they will come back and say, we talked about the possibility of ordering sixty five copies of MacBeth this year because ours were well worn. 534  
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Could we get that this year. 541

Then, we will say, okay, we will get sixty five new copies of MacBeth. And, the most tattered ones will be discarded. 543  
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That kind of thing. Actually, the department chairmen will keep me on task for their own needs out of the master budget plan. 548  
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LWW: And, I noticed that when you met with the coaches, that the AD participated. 553  
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P: Yes. 557

LWW: Does anybody else participate when you do the department chairmen? 559  
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P: I try, as much as possible, if I can free him up, the instructional assistant principal, Mr. Anderson, 562  
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will be involved.	565
LWW: That kind of hits on planning a little bit. You know planning the use of resources.	567 568 569
What other planning efforts do you undertake, talking about use of resources. What other kind of planning goes on?	571 572 573 574
P: Well, ahm,	576
LWW: You mentioned earlier the master schedule.	578 579
P: Yeah, we plan for that. Ah, planning out. Ah, like you take something as minuscule as class size and you set a goal, like in English, that you want and then you work toward planning to request that many teachers and have that many people, enough people on staff to cover that.	581 582 583 584 585 586 587 588
And maintain your one to nineteen ratio in English 10 and your one to eighteen in advanced placement English 12.	590 591 592 593
You have some goals that you have set in that and you try to get an instructional staff to meet those needs.	595 596 597 598
Now, we are in great shape for our original planning. We grew unexpectedly in English 10 and English 12, both regular classes.	600 601 602 603
And, it ended up that one teacher kind of got more than she should have had. She is kind of over the limit from everybody else.	605 606 607 608
And, but she knows what happened over the summer and everything.	610 611
And, we know that in next year, we might plan a little bit more space in English 10 and little bit more space in English 12 than we had anticipated this year.	613 614 615 616 617
LWW: Now, do you still do the master schedule? Since you had been doing it for a while.	619 620 621

P: [interrupting] No. No, Andrew 623  
Anderson [AP] now does it. 624  
But, my input is tremendous. 625

I mean, I have a say so. 627

When he finds out how many children 629  
signed up for this and how many 630  
children signed up for that and 631  
so forth, we sit down and we think. 632

We give the teachers an option.They 634  
fill out a form that says my first 635  
choice in teaching next year is number 636  
1, number 2, and number 3. 637

You try to give them some of number 639  
1 every time and then you try to see 640  
what else you can work out. 641

Now,if you have your English teachers 643  
and everybody asks for everything 644  
except,say, English 11 college bound, 645  
and nobody wants it. Then, you got to 646  
go back and work with them to see 647  
that somebody, or one or two people, 648  
at least pick up that kind of class. 649

And, so you plan for teaching. 651

You get the teachers' input first of 653  
what my choices are, and then you 654  
have the department chairmen to work 655  
up a tentative assignment for what 656  
she thinks that this person should 657  
have 3 of this and 2 of this; and 658  
this person should have 1 of this 659  
and 4 of this. 660

And then Mr. Anderson and I sit 662  
down with these department chairmen 663  
and we work it out as to what they 664  
get and what they are going to be 665  
teaching and so forth. 666

LWW:Continuation from yesterday. We 668  
were talking about where you like 669  
to spend you time.Where you find 670  
yourself putting your most time, 671  
as far as your job. 672

And,we talked about outside activities, 674  
night activities, and we had stopped at 675  
supervision of instruction. And, we 676  
were talking about planning and so 677  
forth. 678

And I don't know if there is anything you want to add to that.	680 681
It seemed like we had talked about that for a while.	683 684
P: Okay	686
LWW:How do you know if you, yourself, have managed a situation to your own satisfaction or whether you have accomplished what you intended to.	688 689 690 691
P:Well, I don't know how it happened. But, usually I know, 99 times out of 100, if I have, how I have done it. I am either fully satisfied, or satisfied, or I am not happy with this.	693 694 695 696 697 698
Let's take a break for the phone just a second.	700 701
Getting back to management of a situation,or,I think every principal knows right away if they have done a good job or if they didn't.	703 704 705 706
Or,a lot of times, you are not happy, but you have done the best that you could do under the circumstances.	708 709 710
If it is a situation that me alone handled, or had to handle, I just kind of wing it and do the best I can.	712 713 714 715
A lot of times, like in the handling of a serious discipline problem, all three of us principals meet together. And, three minds are better than one. And, I feel like we manage it better because we decided together.	717 718 719 720 721 722
Like the incident the other day about the beeper. We made that decision together with, even some outside input, since it was our first beeper violation.	724 725 726 727 728
LWW: You like to use joint decision making.	730 731
P:Yeah, joint decision making. Right.	733
LWW: And, ah, that moves right into	735

the question about how do you like to handle decision making.	736 737
If it is something new and different, it seems like you like to go jointly.	739 740
P: [interrupting] Right.	742
LWW: How do you handle other decisions that are made in the building?	744 745 746
P: Like, ah, for what for example. Like what room somebody is in? Or,	748 749
LWW: Yeah, or just the day to day.	751
P: The day to day. Well, I try, I feel like I see the total picture, and I try to make it in everybody's best interests.	753 754 755 756
Things like room assignments and ah, when you have your planning period and what kind of extra duty you have.	758 759 760 761
And, ah, I told you earlier, I feel sure, that I try to, we do.	763 764
Even though we computer schedule, we still take a lot of things into consideration, child by child, and work on their schedules.	766 767 768 769
And, I feel we are just there for the kid first and the teacher second and we try to do the best we can for all of them involved.	771 772 773 774
LWW: And, as you are making your decisions, and so forth, there is a big element of communication.	776 777 778
P: Right.	780
LWW: How do you like to do communication work in the building?	782 783
P: Well, I think the best way for it is, you know, to either get the committee or the whole staff, or whatever is needed together to make a lot of decisions.	785 786 787 788 789
And, say, well how do you feel about this and how do you feel	791 792

about that?	793
At the same time, that takes time outside of school for staff.	795 796
You know, not for administrative staff because we are paid a different number of hours a day than a teaching staff.	798 799 800 801
The teaching staff isn't actually paid past 3:05 [pm] so I try to supplement with a lot of written communications.	803 804 805 806
Like I will send out a memo that says, in lieu of a faculty meeting, I am sharing this with you.	808 809 810
Or, give me some feedback, tear off the bottom and say, yes, no or maybe, you know.	812 813 814
I try to do a lot of it just by written as well as verbal.	816 817
And, I try to do a lot of things through committees like American Education committee and Staff Development committee and that kind of thing.	819 820 821 822 823
We had a problem, for example, in IDP. We have an unusual group of people that are being assigned to IDP [In school disciplinary program] right now, where for the first time in history, I guess, we are having some discipline problems in IDP.	825 826 827 828 829 830 831 832 833
So, rather than, just say, we will do this or do that, I had the assistant principal meet with all of the IDP teachers together and together they set up guidelines in how they would handle and how they would keep records for the next teacher to know what had been done by each individual student. Do a log like.	835 836 837 838 839 840 841 842 843 844
So, I think communicating through committees is important. I think communicating through whole faculties is important. And,	846 847 848 849

then when you can, use a written communication.	850 851
LWW: How do you decide which one is appropriate or which method.	853 854
P: Well, you just kind of have to wing it. [Laughing]	856 857
I think, ah, there are some certain things that lean themselves toward committee work like American Education Week.	859 860 861 862
While something as important as when do we have parent teacher conference day. We have to have it within a two week span and we have to work five hours.	864 865 866 867 868
I think that involves whole faculty, you know, input, rather than ah, a committee coming up with it.	870 871 872
LWW: Do you think it has anything to do with the impact upon teachers, the method that you use for decision making?	874 875 876 877
Kind of like in the example you just gave, where the faculty, when you make a decision about holding that parent conference day that significantly impacts upon their lives.	879 880 881 882 883 884
P: [interrupting] Right	886
LWW: Where American Education Week you just probably give them a little something card or whatever.	888 889 890
P: Right	892
LWW: And, that doesn't seem to, as significantly, impact their lives.	894 895
P: Right, right. Exactly. Depends on the impact it is going to have on their life, the number of people involved in the decision.	897 898 899 900
LWW: And, when you have your committees together, how do you like to select them?	902 903 904
How do you determine who is going	906

to be on the committee?	907
I notice there are a lot of committees.	909 910
P: Well, ah, I don't know. That is kind of hard to answer.	912 913
Ahm, let's take staff development. The person that I appointed just because she works like a Turk and gets things done and never complains, is the person I picked to be the staff development coordinator.	915 916 917 918 919 920 921
And, as you probably saw yesterday, I basically, let her pick who she thought she would like to work with.	923 924 925
You know, because, I think that is very, very significant.	927 928
And, she picked people she said, ah, one case she said she has a lot of good input. And, so she actually picked out who she felt was qualified to do our job, you know.	930 931 932 933 934
And, I didn't have any problem with that at all.	936 937
And, then yesterday, when we had to pick five people to go away to look at other schools' scheduling thing. I picked Andrew because he is our instructional assistant principal.	939 940 941 942 943
But, then I kind of left it up to the rest of them, at least by department, because of. I picked those things which would be heavily impacted such as Math and English and Social Studies.	945 946 947 948 949 950
Someone had already gone in Science so I didn't send Science.	952 953
Then, I sent Foreign Language. Because I think there is a lot of difference in learning foreign language every other day and learning it every day.	955 956 957 958 959
I felt like they deserved a place.	961
So, ahm, I try to spread it around	963

basically, spread the jobs around,	964
and	965
at the same time, remembering	966
expertise and ability to make	967
contributions to a program.	968
LWW: Right, and when you say ability	970
to make contribution, do you mean,	971
in terms of [interrupted]	972
P: In terms of what they know or the	974
experience they have, interest they	975
have.	976
You know, I can put somebody on staff	978
development who doesn't even like it	979
who doesn't have any interest in it,	980
who doesn't want to improve, but that	981
isn't the person you want.	982
You want the person who enjoys	984
improving, who might have some	985
knowledge of cooperative learning,	986
of the [Hunter] teaching model, of	987
something that would be significant.	988
Technology, for example, we picked	990
one in that group whose very, very	991
technology oriented.	992
And, in this day and time,	994
I think providing technology	995
experiences for staff is a very	996
important part of staff development.	997
We have a lot of older teachers	999
here, who haven't ventured into	1000
computer land yet.	1001
And, ah, I think those kind of	1003
things are important.	1004
LWW: And, when you have. How do you	1006
like to handle it if there is a	1007
conflict over a situation?	1008
Two people who may be [at odds]	1010
P: [laughs]	1012
LWW: Or, factions on a faculty	1014
that don't always	1015
P: Well,	1017
LWW: How do you like to work with	1019
that group.	1020

P: I would like to be able to say	1022
to you that all of these things	1023
are solvable.	1024
LWW: [laughs]	1026
P: But, that is a dream world.	1028
They are not all solvable.	1029
In fact, I have two or three	1030
situations here that are	1031
not resolvable.	1032
They never will be resolvable.	1034
They have been worked on for a good	1035
twenty years and I have been	1036
working on some of them for Five.	1037
So, I am not naive enough to think	1039
that I can sit down and work	1040
everything out cause I know that is	1041
not true.	1042
Personalities are personalities and	1044
jealousies are jealousies. And,ahm,	1045
in some of these cases, the only	1046
solution will be when these people	1047
are gone, the situation will be	1048
better. But, that is down the road,	1049
probably past my time.	1050
But, I do like in the case of a	1052
conflict between two individuals	1053
or two groups, or whatever, I do	1054
like to have the opportunity to	1055
sit down and try to work it out.	1056
And, I usually try to involve at	1058
least one more administrator and	1059
just kind of work them out one	1060
at a time, you know.	1061
I think they would all be handled	1063
differently. It would depend upon	1064
the circumstances how it would be	1065
handled.	1066
I was trying to think of something	1068
that we had handled lately that	1069
was a conflict, but I can't even	1070
come up with one to tell you about,	1071
to tell you how we worked on it.	1072
LWW: Has there been any particular	1074
tactics which you found more useful	1075
to you in terms of resolving.	1076

P: I think the most important thing	1078
is knowing all of the facts, you know.	1079
Before you start working on a	1081
situation you need to go out	1082
and find out all of the facts.	1083
And, then work through it	1084
like that.	1085
It might not just be facts from	1087
group x and facts from group y,	1088
but a, b, and c information may	1089
be needed too before you start	1090
working on it.	1091
I think that is a key point to do	1093
all the background information	1094
on it.	1095
I did think of one major conflict	1097
that I had.	1098
A conflict between the Athletic	1100
Boosters and the Band Boosters.	1101
And, it was over where you sit at	1102
the ball game.	1103
Now, I know, that doesn't sound like	1105
it would be very important, but this	1106
was a major, major issue, potential	1107
for much ugliness and, ahm.	1108
So in working on it, I sought	1110
information from other schools	1111
such as where the band was	1112
located, why the band was located	1113
there, and so forth.	1114
I went back to the original band	1116
director at our school,	1117
back in the seventies,	1118
who moved to that area.	1119
I was able to locate	1120
him and find out why he moved.	1121
That was before I was a principal,	1123
so I really wasn't privy to that	1124
information until I asked him point	1125
blank.	1126
So, when I gathered all of my data	1128
together and went back to the	1129
Athletic Boosters, back in the	1130
seventies when the move took place	1131
from the far corner of the stadium	1132
to the middle of the stadium,	1133
it had been initiated by the	1134

Athletic Boosters themselves, the	1135
same group that was complaining.	1136
Their predecessors had asked them	1137
to move because of their school	1138
spirit being better than anybody	1139
else's [school spirit].	1140
But, you see, they didn't know that	1142
and I didn't either when they	1143
approached me.	1144
So, I did work with the Band	1146
Boosters at the same time to tell	1147
them that there was unhappiness	1148
and we did relocate the band	1149
just a few yards down, maybe	1150
five to eight yards down, but	1151
what they don't see,	1152
what they didn't see, and	1153
didn't realize literally, that	1154
the band working with the	1155
cheerleaders provides such a	1156
significant contribution	1157
to the whole spirit of the crowd.	1158
If it wasn't for those two groups,	1160
there virtually wouldn't be any,	1161
no matter how many parents think	1162
that they can make a lot of noise.	1163
They can't make anywhere near	1164
the noise that those cheerleaders	1165
and that band can make.	1166
So, the band president worked very	1168
hard with me to smooth it over and	1169
to indicate the school spirit and	1170
she even gave out flags to wave at	1171
the game that they had been selling	1172
them a couple of years ago.	1173
They didn't sell them all;	1175
she gave them out at the games, and	1176
collected them back up and gave	1177
them out at the next game.	1178
So, you could wave a Northside	1179
banner.	1180
But, I was able to, by giving them	1182
the facts and walking them very	1183
carefully, was able to resolve the	1184
situation.	1185
LWW: Did you bring the two groups	1187
together.	1188
P: Nope, never needed to.	1190

LWW: You just worked at them 1192

P: [interrupting] independently 1194

LWW: Okay, 1196

P: That is right. And, everything is 1198  
okay. 1199

And, I will head it off next year by 1201  
making some definite plans next year 1202  
from Game One on. So, 1203

LWW: So, you are going to plan 1205  
around not having that. 1206

P: They are not going to have the 1208  
opportunity for conflict. They are 1209  
going to be back in the place they 1210  
are now. They will not move again. 1211  
They will be assigned in this area 1212  
and I think it will work out. 1213

LWW: When you want to make a change, 1215  
in something, may be some way you 1216  
are doing something in the school, 1217  
and you see a need for a change, 1218  
how do you go about initiating a 1219  
change? 1220

P: Okay, ahm, generally speaking, 1222  
I go about it in two ways. 1223

Sometimes I will call a group of 1225  
teachers together and say, I am 1226  
thinking of doing this, what do 1227  
you all think? Or, what is the 1228  
best way to reach this goal? 1229

Then, this small group comes 1231  
up with a bunch of ideas and 1232  
then I say, we will present 1233  
this to the whole faculty and 1234  
give them the opportunity to 1235  
add other ideas, or other 1236  
solutions. 1237

That saves time when you get to the 1239  
faculty meeting. You have already 1240  
got four or five solutions in mind 1241  
and you might get one or two more 1242  
added, as they think about it. 1243

And, then you have got, seven or 1245  
eight solutions to work on or to 1246  
decide from. 1247

And, then the whole faculty can be a part of it.	1249 1250
And, that is one way.	1252
Another way, of course, is always to throw it out to the faculty.	1254 1255
And, say, this has been a problem, what do you propose?	1257 1258
For example, ahm, year before last, we had Channel One first thing in the morning.	1260 1261 1262
There was some concern from some of the teachers that it increased the number of tardies because kids would think, well, I don't have to be there the first ten minutes because it is only Channel One and I don't have to worry about. You know this kind of thing.	1264 1265 1266 1267 1268 1269 1270 1271
Okay, so last year, we decided to take the action that first semester we would have Channel One, the last ten minutes of the period, first period.	1273 1274 1275 1276 1277
And, then the second semester, and then we did the announcements second semester.	1279 1280 1281
LWW: You mean second period.	1283
P: We did the announcements second period. We did not do them first. Did Channel One at the end of period one.	1285 1286 1287 1288
And, then second semester, we evaluated that.	1290 1291
We continued with it through that semester, but this year we went back to the original as there wasn't enough significant difference in what we were trying to do and it makes sense to show it while the teacher is checking roll.	1293 1294 1295 1296 1297 1298 1299
Because, she may take three or four minutes to check roll, but that comes out of Channel One time and not out of instructional time.	1301 1302 1303 1304

So, but, we did explore the other possibility.	1306 1307
Now, no one questions 8:25 [am].	1309
LWW: 8:25 when you turn on Channel One, and announcements are at the end of the period.	1311 1312 1313
P: Yes, uh, uh, during the last five minutes.	1315 1316
LWW: So, in that case, you put it out to the whole faculty.	1318 1319
P: Right	1321
LWW: And, in the first instance, you gathered a group of teachers together that you thought might be interested in this issue	1323 1324 1325 1326
P: And then still went to the faculty with it, but it was a time saving device.	1328 1329 1330
You know, if you could spend 45 minutes with six teachers and come up with five ideas, might be faster than spending twenty minutes of a faculty meeting.	1332 1333 1334 1335 1336
LWW: And, then when you get to the faculty meeting, how do you make a decision after they have generated alternatives.	1338 1339 1340 1341
P: If you have something that has four or five choices, we narrow down to four or five choices and we vote democratically and the majority wins.	1343 1344 1345 1346 1347
LWW: Okay	1349
P: We have show of hands, and count heads and the whole nine yards.	1351 1352
And on the case of last year, when we voted, when we made our initial interest in having that parent conference day on Thursday from 3:15 to 8:15, we voted by ballot.	1354 1355 1356 1357 1358
After we once got everything together, I put a ballot in the mailbox and they voted and the	1360 1361 1362

secretaries tallied them.	1363
And, the one session overwhelmingly won. I mean it wasn't even a close thing.	1365 1366 1367
So, that is the reason I kind of went on back with it.	1369 1370
And, tentatively scheduled it before I brought it up to the faculty on our regular faculty meeting day.	1372 1373 1374
LWW: What made you decide to do a ballot? As opposed to a show of hands.	1376 1377 1378
P: Such a big issue and such a time involvement and everything. And, also, everybody wasn't there.	1380 1381 1382
When I did a ballot, I put it in every mailbox. And run that by everybody.	1384 1385 1386
If they didn't turn their ballot in, that is not my fault.	1388 1389
But, everyone had the opportunity to vote for what we went with, so they couldn't come back and say they didn't have input.	1391 1392 1393 1394
LWW: So, again, it was kind of like the magnitude of the decision.	1396 1397
P: Right.	1399
LWW: That was a really big decision.	1401
P: Right.	1403
LWW: Let's see. Talk about your characteristics and qualities, about yourself, that you feel have served you well in your roles here.	1405 1406 1407 1408
P: Well, personal characteristics.	1410
LWW: Right.	1412
P: Well, I can think of a lot of things to figure in.	1414 1415
I am not shy; and I think that helps a lot.	1417 1418

You know, I don't mind speaking out.	1420 1421
And, ah, I am a people oriented person. I think that probably helps me as much as anything.	1423 1424 1425
That I care about the welfare of everyone, you know, regardless of your status or your position or your wealth or what you are. I care about you.	1427 1428 1429 1430 1431
You know the little pregnant girl who has no home life and no goals and no opportunity for improving her status is just as important to me as the kid whose the number one student or the president of the SCA, or whatever, they are not any different to me.	1433 1434 1435 1436 1437 1438 1439 1440
I think they are all important.	1442
And, the same way about teachers. I think they are all important and that everybody's welfare should be considered.	1444 1445 1446 1447
I know you and I hadn't had a chance to talk about this, but their assignments, even to the time of day, are very, very important and every teacher is actually evaluated one by one and has the best teaching situation and when the situation is going to be the least bit detrimental to them, it is talked over with them, you know, and everything.	1449 1450 1451 1452 1453 1454 1455 1456 1457 1458
So, I think that my characteristics of being people oriented and being not hesitant in moving forward or in approaching someone or in whatever are probably, I guess, my strongest suits.	1460 1461 1462 1463 1464 1465
My daughter is a peer mediator at her middle school. And, she looks at me and she says, mom you would have made a good peer mediator.	1467 1468 1469 1470
You know, I think that she has been learning the characteristics of a peer mediator, she sees that in me and I do feel like I am a peer mediator meaning that I could mediate	1472 1473 1474 1475 1476

among teachers and I could mediate	1477
among the children.	1478
And, I think those are things.	1479
I do think my guidance background	1481
does not hurt me as an administrator	1482
in any way shape or form in the way	1483
that I approach my job.	1484
But, even though, yes, I know what is	1486
going on and I am responsible, but	1487
not all decisions were reached with	1488
an iron	1489
hand.	1490
I may run it with an iron hand, but	1492
the way it's run was not necessarily	1493
the way it was decided.	1494
LWW: The way that the decision is	1496
made is not by an iron hand, but	1497
the way that you carry out	1498
P: I feel like I run a tight ship.	1500
And, I am saying once we decide, for	1501
example, that no one goes to the	1502
bathroom during first period, then	1503
I expect it not to happen, you know.	1504
What I am saying, is once the	1506
faculty makes a decision, then I	1507
want it enforced, I want it done.	1508
I want everybody to do it.	1509
We voted to do this, it might have	1511
been 75 to 2, but we are, all 77 of	1512
us are doing it and this is what I	1513
expect. [Note approximately 77 on	1514
staff]	1515
And, that is what I am saying.	1517
Ah, I have a lot of expectations.	1519
And I think, I don't ignore anything	1521
like truancy or anything. I try to	1522
work on things like going out to	1523
lunch [students going outside].	1524
I have as many lunch supervisors	1525
as I can outside.	1526
And, when I do catch them, I punish	1528
them. I do come right down on them.	1529
I don't say you shouldn't do that,	1530
there is a punishment given.	1531
LWW: You mean for the kids going out	1533

to lunch.	1534
P: Yeah. And, I work hard to see that attendance and truancy and those things are taken care of.	1536 1537 1538
Mr. Roberts, at my instruction, does this kind of thing and he talks to parents all the time. He spends many hours of his day talking to parents; and this is what I expect to be done.	1540 1541 1542 1543 1544
I don't expect to just not let parents know and have them be surprised at the end of the year or anything like that.	1546 1547 1548 1549
I like for it to be run well and for parents to be made knowledgeable.	1551 1552 1553
It may be that the child will continue to skip. But, at least, we are all aware of it and we are all aware that some effort is being made to correct it.	1555 1556 1557 1558 1559 1560
It is not just something, well, he is going to skip any way, I am just going to ignore it. I do not operate like that. I will go on working on it, bad situations all the time.	1562 1563 1564 1565 1566 1567
LWW: And, how do you get people who didn't vote that the majority voted, those who really don't care about the issue, how do you handle when expectations aren't met.	1569 1570 1571 1572 1573
P: Well, usually they are.	1575
I was trying to think of a time that they weren't met. I feel like I surely would remind them that even though you may not have been opposed to this.	1577 1578 1579 1580 1581
Our faculty voted overwhelmingly that this is what we would try and we need your cooperation to see if it works.	1583 1584 1585
If you don't cooperate, then we are not going to know if this would work or not.	1587 1588 1589

And, ahm, I have one incident, I 1591  
know one time we talked about the 1592  
definition of tardy. We had a lot of 1593  
teachers expecting different things. 1594

Like some expected you through the 1596  
door, right, some expected in the 1597  
chair, some expected the book open. 1598

We talked about this at great length 1600  
at a faculty meeting and then we 1601  
voted that inside the door would be 1602  
universal. 1603

Okay, I had one teacher who still 1605  
said, the kids would be in the seat. 1606  
And, I would not support him. 1607

When the child was inside the door, 1609  
but not in the seat, and he made 1610  
them tardy, I did not back him. 1611

I said, no, the faculty voted I will 1613  
not support you in this and I will 1614  
tell the parent I will not support 1615  
you in this. 1616

You have to give us a chance to see 1618  
if this works and if all children will 1619  
improve their tardiness. 1620

And, I said, we may go back some day 1622  
and vote and in the seat is the 1623  
solution. But, right now this is the 1624  
way I go and I will not support you. 1625

So, that's, you know, basically the 1627  
way I would handle it on an individual 1628  
basis, and let them know, you know. 1629

The faculty voted and this is the way 1631  
it is and I cannot support what you 1632  
think. 1633

LWW: And, when you say support, what 1635  
would that mean? I can't support you. 1636

P: Well, I would not mark the child 1638  
tardy. If he marked him tardy in his 1639  
room, I would say, no he is not tardy 1640  
to your class, he will not be punished 1641  
because he was inside the door, but 1642  
not in the chair, as you expect. 1643

LWW: So, if the child came and made 1645  
a complaint, or his grade was lowered 1646  
or something. 1647

P: Then, I would not support him. 1649

LWW: Now, you have an administrative 1651  
team. How do you like to work with 1652  
your administrative team? Because 1653  
they are right directly under you. 1654

P: Ah, basically, they have job 1656  
assignments. And, ah, they know 1657  
what they are responsible for. 1658  
And, then, occasionally, we get 1659  
together, as often as we can, 1660  
really, it is hard to really even 1661  
get us even seated down for thirty 1662  
minutes. 1663

We have a hard time, even finding 1665  
time to divvy up the night work, you 1666  
know. We have to schedule an 1667  
appointment to divvy up the night 1668  
work. That is the truth. 1669

But, I like to occasionally get 1671  
together and talk a little bit 1672  
about, are we doing this the right 1673  
way? Could we improve this situation? 1674

One of the things I want to do right 1676  
away is I don't think our bathroom 1677  
supervision is working as 1678  
effectively as it did last year. 1679

Let's take a look at the assignments 1681  
and see if we are having people too 1682  
far away trying to get to a bathroom 1683  
[to supervise it]. 1684

And, I want to take a look at that 1686  
right away and see if we can't 1687  
improve that situation as a team. 1688

LWW: And, who are the members, that 1690  
you consider your administrative 1691  
team? 1692

P: Primarily we meet with the two 1694  
assistant principals and the AD 1695  
[male athletic director]. 1696

Sometimes it is just the two 1698  
assistant principals and me because 1699  
the AD doesn't do any discipline. 1700  
But, we add the AD sometimes and 1701  
we add the guidance coordinator 1702  
sometimes if we need them. 1703

And, basically that would be it. 1705

On occasion, I have had to use the 1707  
head librarian. Not often, that 1708  
would be instructional more than 1709  
anything else. 1710

LWW: So, you basically divvy up the 1712  
jobs to each assistant principal and 1713  
athletic director have their areas of 1714  
responsibility and they know that they 1715  
pretty much handle that and ahm, if 1716  
there is a new situation, as you were 1717  
mentioning about the beeper, then 1718  
they bring to you, you all, schedule 1719  
a meeting to talk about the new 1720  
situation. 1721

P: Right. 1723

LWW: And, what if you are not 1725  
particularly pleased about, for 1726  
one reason or another, about the 1727  
way that they have handled something, 1728  
how do you like to work that through. 1729

Or, let's say a teacher comes in and 1731  
complains. 1732

P: Well, I share with them, you know. 1734  
It is not an easy thing to do because 1735  
we are very close and I can just about 1736  
predict what they are going to do when, 1737  
you know. 1738

And, I am sure they feel the same 1740  
way about me. 1741

But, I have to say, up front, that 1743  
Mrs. Jones has been in to talk with 1744  
me and she felt that your handling 1745  
of Johnny was not strong enough or 1746  
can you give me some background on 1747  
why you backed off or why you, 1748  
or did you get additional 1749  
information or so forth. 1750

And, then subsequently, I will say 1752  
alright, now one of us has got to go 1753  
back and talk to her [Mrs. Jones], 1754  
do you want me to go back or do you 1755  
want to go back. Like that. 1756

But, I have to go forward with that. 1758  
They have to know that they have 1759  
been criticized or that someone 1760  
felt they didn't do their job. 1761

LWW: So, you handle that more one	1763
on one, again incident, sort of, by	1764
incident.	1765
P: uhm, uhm.	1767
LWW: What do you find most effective	1769
when working with people? What is	1770
the most effective way that you	1771
have found to work with people.	1772
P: Well, I think, uhm, as far as	1774
school operations is concerned,	1775
group decision making, is, by far	1776
and above, the best.	1777
You know that you get input from	1779
outside. You get a lot of different	1780
views and then a group of you make a	1781
decision that seems to meet most of	1782
the needs of the most people.	1783
And, go with that.	1784
I don't think it's, for me to say	1786
well, I learned this in school and	1787
this is the way it is going to be.	1788
I don't think that this is the way	1789
at all.	1790
I try to do a lot of things to make	1792
life better for them, you know.	1793
And, I feel like in the five short	1795
years that I have been here that I	1796
have made some improvements in the	1797
working conditions.	1798
I have worked very hard for one	1800
thing to lower the pupil/teacher ratio.	1801
In fact, I should not have an English	1803
teacher who is over 100 students.	1804
I should have them all in the	1806
eighties and nineties.	1807
I try to lower, that is, I am talking	1809
about student teacher ratios far below	1810
state standards.	1811
That is something they know I have	1813
worked hard on. I have not succeeded	1814
yet in science, but it is not that it	1815
is not a goal down the road.	1816
They have 25 and 26 in biology,	1818

for example, and I would love for	1819
them to have 21 or 22.	1820
My day will come. I will have the	1822
opportunity to get a piece of a biology	1823
teacher or I will have the opportunity	1824
to straighten this out sometime, that	1825
just happens to be one area that I	1826
haven't succeeded in yet.	1827
Also, I try very hard to reduce the	1829
duties. For example, we used to have	1830
3 teachers on parking lot and bus duty	1831
every single morning and they rotated.	1832
And, you usually came up with one of	1833
them about every so many weeks. You	1834
had one or the other.	1835
Alright, we have no morning duties	1837
for any teachers as such. We	1838
eliminated this by, I have one man	1839
who is the newspaper sponsor; he	1840
takes bus duty every single morning	1841
for the extra planning period.	1842
He has a newspaper planning period	1843
and an English planning period.	1844
And, his job is to take the bus duty	1846
for the teachers in the morning.	1847
And, he loves it because it gives	1849
him the [extra] hour.	1850
But then, no teacher has to stand	1852
out in the cold except him and he	1853
is a rugged individual.	1854
The very, very cold mornings, he	1856
will get his little pickup truck	1857
and drive right where the buses	1858
are and watch them unload, sitting	1859
in his truck where he can hop	1860
right out, you know.	1861
So, that has improved.	1863
They also had parking lot duty.	1865
The basketball coach traded off	1866
an extra planning period for parking	1867
lot duty, every day in the morning.	1868
This is a lot to our advantage	1870
because he probably knows as many	1871
people as we do.	1872
See, while a person going out there	1874
once every 26 weeks or something is	1875

not going to know them like he is, you know.	1876 1877
He knows where the problem, he knows who is habitual, he knows who repeats behavior and so forth.	1879 1880 1881
That has worked out wonderfully.	1883
So, no teacher has that duty.	1885
And, then, in the past, every teacher had to go to a dance one time during the year. Period.	1887 1888 1889
So, I did it differently, we wanted to have detention Monday through Thursday afternoons from 3 to 4.	1891 1892 1893
So, I made up this fish bowl drawing that I put all the afternoon detentions that we needed in a bowl, like Feb the such through Feb the so and so. And, I put so many positions needed at the prom, and I put so many positions needed at the Homecoming dance in a fish bowl and you draw them out.	1895 1896 1897 1898 1899 1900 1901 1902 1903
And, you get only one.	1905
And, then, if you go and trade with somebody, I don't care.	1907 1908
And, also in doing that before we started in the draw, we did some things such as I do not think that librarians should do detention, I think they should keep the library open.	1910 1911 1912 1913 1914 1915
And, I don't think that guidance counselors should do detention because they are guidance counselors. So, they get first debs at a dance, so they do have that prerogative. They choose a dance first.	1917 1918 1919 1920 1921 1922
And, in the dances, I only do two hour slots. Like you don't have to go to the Prom from 730 to 1230.	1924 1925 1926
You go to the Prom from 730 to 930 or from 830 to 1030 or from 930 to 1130 or from 1030 to 1230. So, at the heavy time of the Prom, there are a lot of	1928 1929 1930 1931 1932

people there and at the end of the time, there is a couple there.	1933 1934
And, if you got the last duty, you help clean up before you leave, 1200 to 1230 is picking up our candle holders, our mirrors, and our whatever.	1936 1937 1938 1939 1940
And, you know two hours on a dance.	1942
The same thing for Homecoming dance, there were 3 shifts on the Homecoming dance. That got us through that.	1944 1945 1946 1947
And, ah, I feel like I have done things to improve their life and cut down on the number of extra things that they had to do.	1949 1950 1951 1952
So, I feel like they have appreciated it, I really do.	1954 1955
LWW: Now, reducing the pupil, teacher ratio and eliminating a lot of their duties and then kind of making a fun thing out of getting the duties; they all understand that these are things that have to be done in the school.	1957 1958 1959 1960 1961 1962
P: That is right	1964
LWW: Because, did you get any complaints about coming off of contract hours? Or in addition to contract hours, these duties?	1966 1967 1968 1969
P: Well, you know, it is in our contract that any other duties that the principal shall assign you. It is in the contract.	1971 1972 1973 1974
So, you know, what I did, was simply, it is not that we didn't perform those duties, it is just that we performed them in a different way and reduced the amount on a teacher in a trade off for something else.	1976 1977 1978 1979 1980 1981 1982
And, the same thing. I forgot to mention that one of my teachers does morning detention.	1984 1985 1986
He is an early riser, he is probably already here by 7 something in the	1988 1989

morning. He does the morning	1990
detention and he trades that off for	1991
an extra planning period. He does	1992
that every morning from 750 to 820.	1993
So, a child who is tardy and who	1995
works in the afternoon can come and	1996
make up time in the morning. And,	1997
he is there every morning. Same room,	1998
he knows everybody. Works out fine.	1999
LWW: There seems like there is a	2001
lot of matching interests and	2002
people's willingness to do things	2003
with your needs.	2004
P: Right. Right.	2006
LWW: They are very complementary.	2008
And, with the long range planning,	2010
because you mentioned a little while	2011
ago that you were working on trying	2012
to reduce the science pupil teacher	2013
ratio and that is something that you	2014
are working on.	2015
How do you do your long range school	2017
goals or long range planning that	2018
would be more than just affecting	2019
the present.	2020
P: Well, basically, those involve	2022
things like this addition	2023
[construction underway for new wing	2024
to the school] we are putting on;	2025
they involve the landscaping plan	2026
that should eventually be completed,	2027
building a gym some day,	2028
these kind of things.	2029
Usually it is all done in committee	2031
work.	2032
You know you have to have some kind	2034
of vision on the planning of a new	2035
addition, every teacher involved	2036
going back there had input, you know,	2037
into how the room would set up, you	2038
know, all the way through the	2039
process.	2040
Every so many weeks they met with	2042
the architect too, just like I did.	2043
I scheduled appointments with them	2044
and the architect.	2045

LWW: The teachers that were projected to be back there. 2047  
2048

P: Yes, that were projected to be back there. Guidance met with him. Business met with him, Marketing, the newspaper and yearbook sponsor are going to have a room back there with a dark room. TMH, Severe and Profound, Biology and Chemistry, and computer lab. They are all going back there. 2050  
2051  
2052  
2053  
2054  
2055  
2056  
2057

And, they all had input as to where the boards would be, and where the tables would be, and where the desks would be, and where the cabinets would be and they all had input. 2059  
2060  
2061  
2062  
2063

When we originally started on this, we got a tremendous group of parents together who were from the different areas that our feeder schools are from and we walked through the building and I pointed out the needs. 2065  
2066  
2067  
2068  
2069  
2070

Then, we went back and sat down and we made a list of the things that we needed to improve on and then those were the things that ended up being in, basically, in that building area. 2072  
2073  
2074  
2075  
2076

LWW: Oh, I was wondering how you decided that the computer lab, for instance, was going to be there. 2078  
2079  
2080

P: Uhm, uhm, well, that is part of the library. And, we, its when the cables run on the floor with tape over them. 2082  
2083  
2084  
2085

No, we need the real thing, we need the power coming down out of the ceiling; we need the real thing. 2087  
2088  
2089

So, our effort was to put back there, those things which we had manipulated over time as they became needed. 2091  
2092  
2093

Like the computer lab became a new thing. We found this place, we put these wires on the floor, we put these cafeteria tables in there and we set them on it. 2095  
2096  
2097  
2098  
2099

Well, in this new one, we will have everything; we will have the right kind of wire, we will have the right 2101  
2102  
2103

kind of hookups, we will have the	2104
right kind of desks and everything.	2105
The guidance office was built out of	2107
a classroom. Those are temporary	2108
walls with, fire retardant stuff	2109
smashed on them. I mean it is just	2110
not really good. In one situation	2111
between two office, in order to share	2112
the heat, there is an opening left so	2113
if you are having a serious conference	2114
in one side and not in the other side,	2115
both sides know what it is about and	2116
the reverse. It is not very private.	2117
So, one of my primary goals was to	2119
get that career center and that	2120
guidance office up to snuff, side	2121
by side, hooked together. So, and	2122
that is a major corner in that	2123
addition.	2124
And, another goal. I could have put	2126
three classrooms of about anything	2127
I wanted to back there. But, I put	2128
marketing back there and the reason	2129
that I did is because the marketing	2130
office was put down here on the end	2131
of the administrative office and I	2132
realize now that I need for the in	2133
school suspension program to be down	2134
here.	2135
I need, instead of those children,	2137
being in that room up there at the	2138
end of the hall, I need them to be	2139
down here where we can get there in	2140
15 seconds.	2141
So, down there where marketing has	2143
their offices, now, marketing will	2144
have a new office in the new wing.	2145
Down there will be an IDP room with	2146
a teacher, but a teacher who could	2147
raise her voice and get one of us.	2148
There will also be some improvements	2150
there in attendance because the COE	2151
coordinator will go out of there and	2152
down there in that wing and I am	2153
going to put the attendance office	2154
over in her office. So, that is going	2155
to be a much better situation.	2156
LWW: So, basically, you got together	2158
a group of community people were part	2159
of the school and went through and	2160

identified the needs and then started	2161
formulating a plan.	2162
I think we have covered pretty much	2164
all of the questions. Was there	2165
anything you wanted to add?	2166
Or comment on? We have talked about	2167
communications, decision making,	2168
conflict management, how you like	2169
to manage the organization,	2170
characteristics that have served	2171
you well.	2172
P: No, I can't think of anything.	2174
At no point did you ask me if I felt	2175
what my areas of weakness were and	2176
I don't know if this will be	2177
important to you down the road, but	2178
I do feel like.	2179
I don't feel like I organize my desk	2181
like a principal should. Now, I know	2182
where it is, but it doesn't look	2183
like I do.	2184
And, I think that that is a	2186
least important thing to me so I	2187
tend to let that go in lieu of	2188
doing the other things that I do	2189
and end up occasionally on a	2190
weekend up here cleaning off my	2191
desk when nobody can talk to me	2192
and nobody knows I am here.	2193
I can get that done then. But, I	2195
think that is a weakness on my part.	2196
And, ah, I can't think of really	2197
any other.	2198
And, I tend to be a little bit more	2200
forgetful. I am attributing that to	2201
age, but I do tend to be a little	2202
bit more forgetful than I used to be.	2203
I used to could remember everything;	2205
everything I was supposed to do, I had	2206
a knack of knowing everybody in the	2207
building, and I think my brain is,	2208
what do they call it in the computer,	2209
I need a new microchip because I	2210
think that I can't handle any more	2211
knowledge about names and faces and	2212
things than I am already carrying.	2213
I do think that maybe that is why the	2215
state makes retirement	2216
possible at age 55 because that is	2217

just about where I am. And, maybe	2218
they know more than we think they	2219
do about that.	2220
But, uh, I do love my job	2222
tremendously, all parts of it,	2223
the good and the bad.	2224
The fight, yesterday, [laughs], you	2226
know you just get in the middle of	2227
those things and you don't think	2228
about it.	2229
And, the incident with the boy in	2231
the hall, you know you just react.	2232
And, you know that that is just part	2233
of the territory.	2234
And, I know you feel the same way	2236
about weapons and beepers and fights	2237
and all of this kind of things.	2238
I have, and I don't know what the	2240
other two [principals] told you, but	2241
I have no aspirations to do anything	2242
else other than this. This is the	2243
[end] point.	2244
I had an aspiration to be a	2246
counselor and I had an aspiration	2247
to be an assistant principal and	2248
I had an aspiration to be a	2249
principal.	2250
But, I have no aspiration to be a	2252
supervisor or anything like that,	2253
that doesn't interest me.	2254
I do not want to be away from	2256
the kids. I want to be where there	2257
is a ball and there is competition	2258
and there is communication and	2259
there is friendship.	2260
LWW: Are there any particular	2262
principles that have kind of	2263
guided you in your decision	2264
making in your career.	2265
P: Yes, I had a wonderful principal	2267
here in the middle sixties who, I	2268
guess, taught me enough about	2269
administration to know that I	2270
could probably do it well, or	2271
to do it anyway.	2272
And, that was a man named John M.	2274

Tanner [Greenland principal, 1963	2275
to 1967]. And, he has; he went on	2276
to be personnel director and he went	2277
up to work in Spartan County a	2278
while, and he then he came back to	2279
Rockworth Co. as personnel. He	2280
retired just a few years ago. His	2281
son is assistant principal at Wright	2282
now.	2283
But, Mr. Tanner had an awful lot	2285
of influence on me as [regards]	2286
beginning ideas of administration.	2287
But, now my work [with] Dr. Jenkins,	2289
over those years of the kinds of	2290
things that we went through together	2291
and the kinds of ways that he handled	2292
things.	2293
A lot of the things we do are	2295
exactly like he did them, although	2296
a lot of them have been modified.	2297
For example, when he left. He left	2299
me thousands of dollars that he had	2300
hoarded in accounts. And, I was able	2301
to buy many things for the faculty.	2302
I didn't clean them out exactly, but	2304
I felt the money was there for the	2305
children and I bought TVs and	2306
projectors and VCRs and things that,	2307
uhm, he left me very comfortable	2308
financially.	2309
And, now after what I have learned,	2311
we were probably better off	2312
financially than any other high	2313
school in Rockworth County.	2314
But, we are not allowed to compare.	2316
We don't. I don't get copies of	2317
their financial reports and they	2318
don't get mine.	2319
But, I now know, that we were very	2321
well off. And, I now know, that we	2322
also, we stay in the black all of	2323
the time. And, in the county.	2324
And, we may run red through the	2325
year, but we are black in the end.	2326
LWW: So, those two people	2328
P: Yeah, those two people had the	2330
greatest influence on my life.	2331

LWW:And, in terms of your own	2333
personal beliefs and so forth,	2334
are there any personal beliefs	2335
or, principles, I am	2336
going to use the word principle	2337
again only the "ple" one, principles	2338
that guided you, your beliefs that	2339
guided you in your administrative	2340
responsibilities.	2341
P: No, ah,	2343
LWW: In terms of what you believe	2345
in that kind of motivate you, what	2346
you value that motivates your	2347
decisions.	2348
P: What do I think did it to me.	2350
Or who I think did it to me?	2351
LWW: What principles have guided you.	2353
Do you believe firmly in something	2354
and that kind of guides the decisions	2355
that you make.	2356
P: I believe firmly in a lot of	2358
things that are people related things.	2359
Like I believe everybody deserves a	2360
chance, I believe everybody should	2361
be stimulated to their fullest,	2362
I think everybody's strengths should	2363
be utilized.	2364
Not their weaknesses criticized, but	2366
the teacher who is consistently late	2367
to school may be the best peer	2368
mediator.	2369
So, she should be made a peer	2371
mediator even though I think she	2372
should be more prompt in getting	2373
here.	2374
I mean, you know, I try to	2376
consistently see that [to] utilize	2377
the best in everybody and make the	2378
best of what they have to offer.	2379
And, I feel the same way about	2381
myself. You know, if I am the best	2382
at this, let's do a lot of this.	2383
And, if I am the worst at this,	2385
let's get enough to get by but	2386
let's not emphasize the fact that	2387
I am not successful in this or	2388

I am strong in this. And, that is the way I feel about everybody, here.	2389 2390 2391
LWW: Playing on their strengths and bringing those out.	2393 2394
P: And, not wasting time on their weaknesses.	2396 2397
LWW: You are not assigning them, kind of like their committee assignments.	2399 2400 2401
P: Right	2403
LWW: Where, really it is not their forte.	2405 2406
P: That is right.	2408
LWW: And you probably. Do you do that with your administrators too, as well	2410 2411 2412
P: Yes, right.	2414
P: Ryan has no interest in the computer whatsoever, none at all. And, Andrew is an expert. So, why assign [Ryan].	2416 2417 2418 2419
So, I gave Andrew one more job this year that Ryan had had that he hated because he had to go to the computer and use it and that was VERS, Vocational Ed Reporting System or something like that.	2421 2422 2423 2424 2425 2426
Andrew does that. Ryan took something from him, that he could do that didn't involve the computer. And, he was delighted to give up one for the other.	2428 2429 2430 2431 2432
LWW: How did they go about deciding that trade.	2434 2435
P: When, we knew that Gary was leaving for sure, Ryan said there is one request that I have, if you possibly can, give me some job of the new man and let him take this VERS since he is bound to be computer literate.	2437 2438 2439 2440 2441 2442 2443
And, I said okay.	2445

So, I told Andrew coming in that I	2447
had had that one request. He had	2448
been doing VERS at Hillside and	2449
he said, oh no, that is nothing,	2450
in fact you don't even have to take	2451
anything away from me.	2452
But, we did give him [Ryan]	2454
something that he [Gary] had been	2455
doing and gave it Ryan.	2456
LWW: So, he [Andrew] came in as the	2458
instructional assistant principal	2459
and the job was pretty much already	2460
defined. And Ryan was satisfied	2461
with the definition of his job.	2462
P: He is not interested in being	2464
instructional, at all. He is not	2465
interested in that kind of thing	2466
at all.	2467
LWW: He likes nuts and bolts.	2469
P: He likes nuts and bolts and	2471
lockers and keys and books and	2472
free lunch and free books and	2473
truancies.	2474
LWW: Do Andrew and Ryan share	2476
the discipline?	2477
P: Yes, and I do too. If I am	2479
available, I will do seniors.	2480
But, they do all of the juniors and	2482
sophomores, and they do seniors if	2483
I am not available.	2484
But, I don't hesitate if I am going	2486
down the hall and there is a fight.	2487
I will do the fight myself. I mean,	2488
I don't say, well you are a junior,	2489
you go here, you are senior. Only	2490
if I have to go somewhere or if	2491
I have a conflict.	2492
Let's say I have a committee	2494
meeting called and I have a fight.	2495
Then, I wouldn't handle it,	2496
I would say, would you handle	2497
this for me.	2498
But, otherwise, I would handle it	2500
myself.	2501

But, as far as assignments are concerned, ahm, I have actually got senior girls and they have junior, sophomores, and they share the senior boys.	2503 2504 2505 2506 2507
But, I will do anybody when I am here.	2509 2510
LWW: I think we have covered all of my questions.	2512 2513
Do you want to add anything before we close?	2515 2516
P:No, but you never asked me anything and I don't know whether you will find a point that you need to make any personal comparisons or not, but I am married, I do have two children, ages 24 and 13.	2518 2519 2520 2521 2522 2523
I am married to a diary farmer [Larry] who owns and operates a large dairy farm in a nearby county [Brandywine].	2525 2526 2527 2528
Ah, we have been married 33 years, I don't know 33 years. We were married in 1961, been married 33 years and ahm,	2530 2531 2532 2533
LWW: That is a long time.	2535
P:Ah, it is a long time. That is as long as I have been here. I got him in June and this job in August.	2537 2538 2539
Ahm, I do have outside interests primarily golf and bridge. And, I belong to women's club, which is a very strong women's club in the State [Brandywine County Town and Country Woman's Club]. I am very active in that, never miss a meeting. I am a fanatic about it.	2541 2542 2543 2544 2545 2546 2547 2548
And, also I am very strongly involved in my church [St. Matthew's United Methodist Church].	2550 2551 2552
LWW: Does your husband participate in the golf or the bridge or anything?	2554 2555 2556
P:The golf and he contributes to the church, but the work load is such he	2558 2559

cannot attend the church. But,	2560
he will, would make [it].	2561
If I said we need you down here to	2563
move a refrigerator. He would be	2564
down moving the refrigerator, but	2565
as far as going on Sunday morning,	2566
he still is working, when I leave	2567
for church.	2568
So, that is one thing about the	2570
situation that I regret. And, I	2571
hope some day when time goes on and	2572
we get rid of a few cows or	2573
whatever happens to us down the road,	2574
that we will be able to go to church	2575
together.	2576
We both have a very active interest	2578
in sports and we do, in addition,	2579
to the golf, we enjoy attending	2580
sports events together. Like football	2581
and basketball and that kind of	2582
thing.	2583
That is one place that we are on	2585
target together in interests.	2586
LWW:How does he like being married	2588
to a principal.	2589
P: Well, he likes it okay except	2591
that one of the most important	2592
things to him is eating, on time.	2593
Or eating 3 meals a day because	2594
on a farm, there is no on time.	2595
You eat when you can take a break.	2596
But, he does like to have a meal	2598
fixed and that is not always	2599
possible.	2600
You know, when I have a 6 o'clock	2602
meeting, and he comes in at 7 for	2603
dinner, I am obviously not there.	2604
This has been the only bone of	2606
contention in the marriage. But,	2607
he has worked it out.	2608
I try to tell him on Sunday you and	2610
Ashley need to go out to eat	2611
together or make some alternate	2612
arrangements on Monday and Thursday.	2613
And, all through the football	2615
season, he has known that there is	2616

no dinner on football night. 2617  
There is no dinner on Friday night. 2618

You know, everybody is on their own. 2620  
A lot of times, Amy would go to 2621  
her game and she would eat at the 2622  
ball game. And, I would come here 2623  
and eat a hot dog. And, then he 2624  
would have to go to a game or he 2625  
would have to go somewhere and eat. 2626

But, now, this week, for example, 2628  
I told him on Monday night, he 2629  
would have to get his meal alone, 2630  
but I would feed him Tuesday, 2631  
Wednesday, and Thursday; the family 2632  
would eat together Tuesday, 2633  
Wednesday, and Thursday, not Friday. 2634

So, it works out fine. And, if I 2636  
am unusually tired and I am late 2637  
getting home. Let's say I get home 2638  
at 630 and I am coming in the door 2639  
about the same time he is. I can 2640  
say, could we go to Shoneys or could 2641  
we go to somewhere close and I just 2642  
eat something and not have to clean 2643  
up kitchen. 2644

Cooking it is one thing, but cleaning 2646  
it up is the second, you know. He goes 2647  
and sits down and I am left behind to 2648  
do the cleanup. So, it is not [equal?]. 2649

LWW: So, it takes a couple of hours, 2651  
by the time you put the meal on the 2652  
table and clean it up. 2653

P: That is exactly right. I do know 2655  
that there are other principals who 2656  
don't cook all week. I know that 2657  
they just have a rule at their house 2658  
that says they cook on Saturdays 2659  
and Sundays. And, they do not cook 2660  
Mondays through Fridays, just rule 2661  
of thumb. 2662

But, I have never tried that. 2664  
I don't think that would go over 2665  
too good. 2666

But, I am sure Patricia doesn't cook 2668  
all week but pasta. 2669

LWW: I don't think so, I think her 2671  
husband does the cooking, because 2672  
he is, is he a full vegetarian? 2673

Anyway, he is very healthful conscious.	2674 2675
P: uhm, hum	2677
LWW: And, so he likes certain things a certain way so I believe he does do all the cooking. Plus he is semiretired in a way.	2679 2680 2681 2682
P: Right.	2684
LWW:He doesn't have the obligations, for example, that your husband has because he can pick and choose his projects she told me and when he is real busy with a project, he is out a lot and when he is finished with that project, you know, he is more at home.	2686 2687 2688 2689 2690 2691 2692 2693
P: And yet for mine, it is 7 days a week.	2695 2696
LWW: That is right. So, there is a lot of difference.	2698 2699
P: Difference there.	2701
And, Patricia was Home Ec teacher.	2703
LWW: Right.	2705
P: Well, I thought all Home Ec teachers prepared their meals a week in advance and put them in little boxes and put them in the freezer, but	2707 2708 2709 2710 2711
LWW [laughs] right.	2713
P: But, I don't think that is true.	2715
LWW: Well, she said she was working her way through, her career path and so forth, she said we had to get around this idea about the little woman is going to bake cookies for the meeting and take notes.	2717 2718 2719 2720 2721 2722
P: [laughs hard]	2724
LWW: Now, I am sure you are coming from a science background and you didn't have to probably deal with that sort of perception. Plus, she is small, and so she	2726 2727 2728 2729 2730

Well, that just tickled me so much	2732
when she said that.	2733
I came from a business background	2735
and they always expected me to be	2736
the secretary on the committee.	2737
Of course, I can type.	2738
So, I can understand, but you come,	2740
you come actually, when you entered	2741
the field, it was very nontraditional	2742
for women to be in science, to begin	2743
with.	2744
P: That is right.	2746
LWW: So, you started breaking through	2748
some myths about women early in your	2749
career actually.	2750
P: Yep, see I graduated from high	2752
school the year Sputnik went up.	2753
So, then, money was made available	2755
for science. I got a science grant	2756
to go to school. So, I came along	2757
at the right time to break the	2758
barriers in places.	2759
LWW: And the school that you went	2761
to was all women and maybe there	2762
were a lot of advantages there for	2763
you too.	2764
It wasn't like you were in	2766
competition for slots for classes	2767
for boys.	2768
P: Right.	2770
LWW: You had the whole curriculum	2772
open to you and the girls were	2773
in the science classes.	2774
P: Right. Exactly.	2776
LWW: Where, like for example at	2778
Tech, I was interviewing	2779
some freshmen in Engineering and	2780
freshmen and sophomores and the	2781
females are very much in the	2782
minority.	2783
You know there were just a few of	2785
them.	2786

Well, there is more in the freshman	2788
year, and when I got to interviewing	2789
juniors, they had, the numbers had	2790
dwindled percentage wise in the class.	2791
P: Right.	2793
LWW: So, you also had that I think	2795
working to your advantage.	2796
LWW: Did you have to break through	2798
any female stereotypes?	2799
P: Not until I got to assistant	2801
principal, principal, really. I	2802
didn't before that.	2803
LWW: Because you were saying you	2805
and Martha were the first	2806
principals appointed, female	2807
P: Appointed on the same night.	2809
LWW: Oh my.	2811
P: July, 1988, school board met	2813
first week, second week, I mean,	2814
second Thursday of July.	2815
They appointed her [Patricia] at Hill-	2817
Side Jr. and me at the high school.	2818
And, then later she went on to apply	2820
for the other one [Hillside High].	2821
LWW: But when you were assistant	2823
principals, it wasn't very popular,	2824
P: Oh, no, I was. They appointed	2826
one at Hillside and me in August.	2827
That was.	2828
Now they see the advantage of	2830
having one everywhere.	2831
LWW: Right. Did you find that the	2833
faculty pretty much accepted you.	2834
P: Oh, they were rooting for me.	2836
Oh, yeah.	2837
LWW: You were a known quantity.	2839
P: I was a known quantity.	2841
LWW: You had an already	2843
established reputation.	2844

P: Yeah, right. You might be	2846
interested to know that on the	2847
next morning it was in the paper.	2848
See, they made the news, it was in	2850
the paper.	2851
I got 22 bunches of flowers that day.	2853
LWW: When you were appointed assistant,	2855
or principal?	2856
P: Principal.	2858
LWW: Principal, 22 bunches of	2860
flowers.	2861
P: Parents, teachers, friends, all,	2863
the truck was from one florist came	2864
about three times.	2865
LWW: giggles	2867
P: Unbelievable. They were	2869
everywhere. Everybody was coming	2870
out and laughing.	2871
Mrs. Waters called, his secretary, the	2873
superintendent's secretary, asked me	2874
how I was doing. I thought well, they	2875
shouldn't pay me for the day when	2876
all I was doing was getting flowers.	2877
She said, what do you mean?	2879
I said, well at the time, I only had	2881
about 16 bunches of flowers, I said	2882
I have gotten 16 bunches of flowers	2883
and all I am doing is opening cards	2884
and calling people.	2885
LWW: That is nice.	2887
P: She laughed, but I had, well, it	2889
was like a funeral home.	2890
LWW: I thank you very much for your	2892
time.	2893
P: Yes.	2895
[The end]	2897

Meeting with Maintenance Men: C3 Doc 5B

+The Constructive Principal	
+Greenland High School	1
+Date Nov. 8 Monday Day 5	2
+Topic Saving the Trees	3
+File: e/anhs/doc5	4
+Doc: C3 DOC5B	5
Principal to LW on way outside	
C: Some of those trees are important	10
because they are from a graduating	11
class. It is important to save them,	12
we can.	13
+Outside meeting with maintenance men	245
(M1 and M2 came to move stop blocks on	
track)	
M: Hi, how are you?	247
P: I am fine, how are you? What did you	249
come to do?	250
M: Move your stop blocks; I just got	252
the ticket.	253
P: I am so glad because he is already	255
in here fussing with me.	256
M: He ought to because we are late.	258
Bill didn't give me any ticket Friday	259
morning, I would have had them out of	260
here.	261
P: No, we didn't call you until Friday,	263
11:00 maybe.	264
M2: Now we have to go get some folks	266
and then come back and get them.	267
P: Okay, good.	269
M: Can I ask you	271
P: I think I am going to have to cut my	273
trees. I called everybody who even	274
thinks about moving trees and they are	275
like three months backlogged.	276
M: Oh, no.	278
P: And, also one woman did tell me that	280
it was the wrong time of year; and that	281
I would be better off to save my money	282
and pay half of the amount of the cost	283
and buy good trees, not seedlings, but	284

tall trees, \$100 or \$160 dollar trees.	285
M: It is. That is right, you almost	287
have to wait until they are dormant.	288
P: So, I guess I	290
M: You can get Ernst to run the plow for	292
you.	293
P: Who?	295
M: Ernst? [laughs]	297
P: He works awful hard for me.	299
M: He does work hard.	301
P: No, I am going to make a few calls	303
this morning and confirm what I think	304
then I will.	305
M: Those Bradford pears sure are	307
pretty.	308
P: Yes, they are.	310
P: Who cuts trees down for Phil?	312
M: We do.	314
P: Do you?	316
M: Do you want us to cut them down?	318
P: Well, let me call a few more places	320
to see if there is anybody who, that	321
guy up in Forrestville, he is a	322
multimillionaire; he can afford to give	323
it to the students, but I don't think	324
he will for free. But, he does that. He	325
plays golf on Friday so he didn't answer	326
on Friday. So, let me give him a call and	327
call one other place, if it is out of	328
the question, I will come back out here	329
and ask you to cut it.	330
Are you going to get the stuff to	332
M: Want me to meet you?	334
P: Tim says I have to cut this one down	336
here too.	337
M: Dogwood. You may not have to; I	339
would leave that one for last.	340

P: But, I absolutely got to cut these. 342

M: All of them. 344

P: Yeah. He is going to fence out and 346  
start construction and fence out right 347  
along the sidewalk. And with 348  
construction, this thing could start 349  
back wilting 350

M: You gotta take a stump out? You can 352  
bring a back hoe and take the whole 353  
tree out. 354

M3: That is what I was thinking if you 356  
want to, if you need to bring your back 357  
hoe just take them out and just go over 358  
and dig a hole and put them in and see 359  
if they do live. 360

M2: See, but when you dig them out with 362  
a back hoe, you can't, that arm, you 363  
can't get around beside of them to get 364  
that arm under them. 365

M3: You still may get enough roots to 367

M2: You can get them with a front part. 369  
You dig down on both sides with it, 370  
back hoe and take the front part and 371  
scoop them up and they will be fine. 372

P: Can you do that? 374

M3: Because whatever you tear up, it 376  
ain't no big deal because it is going 377  
to be in the middle anyway. 378

P: Alright, boys, think about this: Can 380  
they be saved? 381

M3: Well, like I said, it just depends, 383  
they are not really dormant right now, 384  
but you might. 385

M1: Hey Garnet, take these trees out 387  
with the back hoe. 388

Garnet: Yeah. 390

P: Think you can you try to save them? 392

Garnet: Yeah, if it turns out you can 394  
save them. 395

M1: 397

P: It is worth a try, though, isn't it?	399 400
Garnet: We can try them.	402
P: I was thinking about putting them around front you know where we built that new parking lot.	404 405 406
M2: Those things are you going to save them?	408 409
M3: yeah, but they are about 3 months behind.	411 412
P: They can't even talk to me for about 3 months.	414 415
M2: no kidding.	417
P: Who are you talking about? Who are you saying, one of those hundred people I called Friday.	419 420 421
M2: I don't know, probably is. I don't know. We can't move.	423 424
P: Was he from Forrestville?	426
M3: No.	428
P: Well, there was Custom Cut.	430
M3: That is who it was.	432
P: Custom Cut. He is three months behind.	434 435
M2: We can take a back hoe and dig both sides of that tree there and take the bucket and scoop it out and maybe we can save it.	437 438 439 440
M3: That	442
P: Well, it would be worth a try okay?	444
M2: Okay, we will try.	446
P: Okay, and I will show you out front; we will just put some holes out front and stick them down in it.	448 449 450
M2: We can dig a hole with the back hoe part; but we have to dig both sides of the tree and take a bucket and scoop it up because you don't want to tear the	452 453 454 455

tree up.	456
P: Alright, okay, you try it anyway.	458
M2: Cost you a steak dinner.	460
P: You got it baby. You pick the restaurant. [laughs]	462 463
M2: Alright, we will see what we can do.	465 466
P: Okay, alright.	468
M2: We will try. We can try that oak, but I don't know how it will be.	470 471
Discuss moving trees	473
P: Okay. Do you want to dig the holes out front now?	475 476
M2: We just got the ticket to move these stop blocks and Arnnie, he doesn't know anything about these.	478 479 480
P: Are we going to tell him or are we just going to do it?	482 483
M2: I can do it anyway, we wouldn't be much, I am going to have do it anyway.	485 486
P: Want me to call him or do you not want me to call him?	488 489
M2: Just tell him the guys today are going to try to move these trees in the back. We will try. Hey, we can't be out of nothing.	491 492 493 494
P: That is right. We haven't lost anything.	496 497
M2: Okay.	499
P: Okay, great. Alright.	501
+End of meeting about moving trees	503

Faculty Meeting: C3 Doc 12C

+The Constructive Principal  
+Greenland High School  
+Date Wednesday  
+Day Nov 17  
+Faculty Meeting  
+Topic Use of copier  
+File C3 DOC12C.OUT.DOC  
+C  
2<sup>nd</sup> Faculty Meeting - Portions

Principal announces (use of copier)

I want to let you know that last year, 800  
I had Mrs. Carlyle do this for me, last 801  
year, we spent on copier contract, 802  
copier supplies, everything but paper, 803  
not counting the paper, we spent 804  
copying in this high school last year, 805  
we spent \$7572.03 and we just got a new 806  
copier contract for \$500 more than it 807  
was last year. So, we already know we 808  
have got to spend \$8000 without the 809  
paper bill so what I am saying to you 810  
is, keep this in mind, I strongly 811  
object to one question at the top of 812  
the paper copied, you know, I would 813  
rather buy reams of notebook paper and 814  
put it in your room; it is cheaper than 815  
running this off like this with one or 816  
two questions on a page. 817

Make them use their notebook paper. If 819  
you have indigent children, we will buy 820  
notebook paper, it is cheaper. Keep 821  
that in mind when you are copying. 822

I know of a school that was several 824  
thousand dollars in debt in its 825  
administrative allotment and it simply 826  
locked the copy machine and got out of 827  
debt. But, I don't want to do that. I 828  
am not debt; I am fine. 829

Principal announces (parent conferences)

Now, this is coming out of the meeting. 1026  
Principals were asked again to 1027  
emphasize good channels of 1028  
communication. No. 1, when a parent 1029  
has a problem, it should be addressed 1030  
by the teacher first. No. 2, if a 1031  
teacher has a problem, it should be 1032  
addressed by the principal first. 1033

Now, that sounds like good advice, but 1035  
I disagree. If a parent has a problem, 1036  
it should be addressed by the teacher 1037  
first or [let the teacher lead the 1038  
principal to guidance]. 1039

There are some cases which I wouldn't 1041  
want you to go in on alone and please 1042  
keep that in mind. If you have a 1043  
situation coming up or looming and you 1044  
think it is one of these hostile or 1045  
uncomfortable and you want help, ask 1046  
for it. I do not expect you to follow 1047  
this to the letter. You be the judge. 1048

You need one of us to sit, one of us to 1050  
initiate a conference, do it. Okay. 1051

I am embarrassed to talk to you about 1053  
this. We have some problems with 1054  
pencil sharpeners. 1055

[laughs] 1057

Here is what happens. And, I know it 1059  
is the truth; I know it is. But, if 1060  
you have a room that has a carpet, and 1061  
some of us do, some of us are very 1062  
lucky. If you take a pencil sharpener 1063  
off the wall, and that carbon gets on 1064  
the carpet, chances are it is not going 1065  
to come out. 1066

Meeting with Yearbook Sponsor: C3 Doc 12D

+The Constructive Principal  
+Greenland High School 1  
+Date Wednesday 2  
+Day Nov 17 3  
+Topic Doc 12 4  
+C:\ANSHS\ASCFILES\DOC12.ASC 5  
+File: C3 DOC12D.OUT.DOC

Meeting between Principal and Coach who  
Is sponsor of yearbook

+Meeting with Yearbook Sponsor about 241  
Dulaney Photographers about ethics 242  
and management of yearbook pictures 243

T: Photographer is uncooperative and 245  
company rep says one thing, 246  
photographer says another, second big 247  
mixup; nice man, but poor management. 248  
charges some students and not others. 249

P calls photographer 251

P: This is Connie Conrad at Greenland 253  
High School. I have a couple of things 254  
and I would just like for you to record 255  
that I called on this day with these 256  
two complaints and I will keep 257  
documentation here at school and I will 258  
send written documentation tomorrow. 259  
It is Wednesday, Nov 17, we still do 260  
not have the pictures taken in August 261  
of fall sports' persons. These persons 262  
are no longer in those sports because 263  
those sports have ended, taken in 264  
August for all the fall sports' team. 265  
We should have had those in September; 266  
it is Nov 17, they are called sports' 267  
mix. 268

Okay. 270

And, also, we were told by Mark that 272  
the children would have to pay a fee if 273  
they didn't want their pictures, pay 274  
for the new package if they didn't like 275  
their pictures, if they are not 276  
satisfied, Mark said they would have to 277  
pay again 278

T: unless it was start for fall 280

P: unless it was a start for fall 282

The photographer is here telling us no 284

you don't have to pay so we have now 285  
 charged part of the children and not 286  
 charged part of the children. 287

So, I want to register these 289  
 complaints, you know, I have to have a 290  
 record of it, you know when I am 291  
 thinking about breaking a contract at 292  
 the end of the school year, I have to 293  
 have documentation of what I don't 294  
 like, so I am getting my documentation 295  
 today. Okay. 296

Thank you (sarcastic). [hangs up] 298

P to telephone receiver. You think I  
 am a bitch, now you know for sure. 300

T: I called and it is just that I get 303  
 him apologizing but there is nothing to 304  
 be done. 305

P: No, can't undo it, I can't start the 307  
 football up again. I can't start the 308  
 golf team up again. 309

T: I said that he would be responsible 311  
 for having someone from his office and 312  
 hand them out to the students and they 313  
 are saying, yes, yes: they have to be 314  
 prepaid. That is the killer. It is 315  
 not like he is trying to get money; if 316  
 they weren't guaranteed 317

P: Oh, yeah, he couldn't get the money 320

T: Just to let you know, you have to 322  
 keep everything documented. 323

P: I got it 325

T: Write a letter and same thing on 327

P: Lenna 329

T: Lenna. 331

P: I don't like Lenna anyway so you 333  
 can. I can't break a contract because 334  
 I don't like Lenna, 335

T: We have got her on several things 337  
 right now but 338

P: You have got to help me here [cut off] 340

T: I want you to know that I am helping 342  
him at Valley High and if we talk, see 343  
she [Leena] is charging me more for thing 344  
she is not charging her for and then vice 345  
versa. She got nailed and I am 346  
wondering if you might want to be there 347  
next time she comes in here just to 348  
see; I am not sure how her attitude is 349  
and personally, I am pretty calm, but 350  
if you push me, I can, I may not say 351  
exactly what I should say, so. 352

P: Now change the subject. 354

I did not ask you the question I am 356  
going to ask you. 357

T: Okay. 359

P: What are you qualified to coach. 361

T: Any sport that you might 363  
I take that back, not really tennis. 364  
You are not thinking about tennis are 365  
you? 366

P: No. 368

T: Basketball, track, volleyball, see I 370  
have played all three of those, I think 371  
I would be qualified. 372

P: I didn't ask you that question. 374

T: Okay, that is fine. Bye. 376