

ADDENDUM F: ATLAS.ti

Computer Aided Qualitative Data Analysis Software (CAQDAS) *

Starting the system

- One CD-ROM is submitted with the project as html file.
- You may also access and install the latest demo version on <http://www.atlasti.de> and run the CD-ROM.
- You may also access the file without Atlas.ti.
- C:\Program Files\Scientific Software\ATLAS.ti\TEXTBANK\
- You may copy **PhD Education policy change.hpr** the *Hermeneutic Unit*.

Navigation

- Atlas.ti (Muhr 1994, 1997a, 1997b) (*Archiv für Technik, Lebenswelt und Alltagssprache; text interpretation*) thinks in terms of projects. A project is a set of data files such as interview transcripts, as well as digitised graphical, audio or video files and a record of all the analysis, which have been performed on this data. Projects are referred to as *Hermeneutic Units (HU)*.
- The HU has first class objects and second class objects. The first class objects are the main building blocks of the analysis, whilst second class objects exists merely by virtue of the first class objects, they are attached to.
- The 4 first class objects are *primary documents (PD)*, *quotations*, *codes* and *memos*, which you will find as 4 drop-down windows under the main menu bar on the screen:
 - Primary documents (interviews and questionnaires)
 - Quotations (selected segments or strings of texts)
 - Codes
 - Memos
- *Networks* are graphical representations of objects, which are powerful tools for the data analysis and probable theory building.
- Second class objects are *comments*, *families* and *links*.
- You will find two *Toolbars*, one on the top and one on the left side of the screen. They offer shortcuts to various operations. When you move the mouse pointer over the button, it will describe what that button does.
- There are a variety of ways of entering documents to the HU. This may be an easier option:
 - Go to menu item *Extras/Explorer*. Locate the PD and *drop-and-drag* it into the PD window. Click on the mini-window and then click on PD.
 - Open the drop-list by clicking on the little box to its left and then double click on the PD.

Network views

- From the main menu bar, you may select *networks* and then open the *network browser*. Highlight one of the networks and double click. You may now examine the quotations that are associated with the various *nodes* (nodes are codes in networks)

* Please contact me at bsmit@hakuna.up.ac.za if you require some assistance

First interview taken from the project, which may be accessed on the CD-ROM

PhD Education Policy Change

Generator: ATLAS/ti for Windows 95 Version WIN 4.2 (Build 057)

Date: 06/21/00 10:28:19 AM

Original Hermeneutic Unit: (ATLAS/ti needed):phd education policy change.zip (in zipped format)

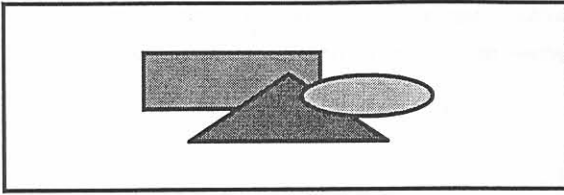
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- Codes Summary
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-
- - **General:**
 - **Author(s): Super, SUPER**
 - **Created: 06/22/99 02:15:39 PM. Modified: 06/18/00 04:41:10 AM.**

-
- **Statistics:**
 - Co-Authors: 0
 - Primary Texts: 7
 - Quotations: 541
 - Codes: 867
 - Codings: 684
 - Memos: 3
 - Primary Document Families: 0
 - Code Families: 16
 - Memo Families: 0
 - Network Views: 9
 - Code-Code Links: 99
 - Text-Text-Links: 0
-

- Primary documents:



P 1: INTerview1atlas.txt

- File name: file:///c:/my documents/interview1atlas.txt (media type: text)

87 quotations

- Codes (116): effect: (discipline) loopholes for the lazy teacher, effect: all will pass irrespective of knowledge levels, effect: slack attitude, effect: teacher can get away with a lot, effect: we do not know what is expected, emotional response: teacher is under pressure., emotional response: teachers are overloaded, emotional response: teachers are uptight, emotional response: breaks down the relationship between teachers and children, emotional response: careful responses since it could cost my job, emotional response: classroom is a nightmare, emotional response: despondency: do less, because I cannot win, emotional response: gets your back up a little bit, emotional response: I have a definite problem with it, emotional response: I have never felt this before, emotional response: imposing, emotional response: insecure of what will happen to our jobs, emotional response: it makes me uncomfortable, emotional response: job: will I have one next year, emotional response: little information is coming through, emotional response: lots of stress, emotional response: my rebellion, don't impose the structure at the cost of teacher uniqueness, emotional response: older staff feel threatened, emotional response: some older staff are keen to get new ideas, emotional response: stress becomes visible through lack of enthusiasm, emotional response: teacher do not feel professional, emotional response: teacher uniqueness is ignored, emotional response: teachers are under pressure, emotional response: tension and pressure, emotional response: told not to worry; yet still fear, emotional response: tp: do not more than I have to, emotional response: unsure of what is to happen to their school, emotional response: we are not very sure about our situation, emotional response: what does the future hold for us in 5 years, emotional response: will I be able to cope?, feeling insufficient, ft: representative to workshop, ft: teachers are not well equipped, ft: the representative workshops with staff, ft: workshop had some good ideas, ft: workshop on 2005 is only information, ft: workshop on 2005 was attended, ft: workshop was brief, ft: workshop was one day only, ft: workshoped the workshop with staff, further training: I had good training in group work, further training: no communication after the workshop, government to pay salaries, group work is okay, group work: before or after something new, group work: brainstorming, group work: difficult, group work: independent work in different groups, group work: individual is still important, group work: never in the middle of something, group work: noisy, group work: older staff perceive this as play, group work: research activities, group work: sharing, group work: we see brainstorming in our groups,, information comes via other schools, information from Gauteng Department of Education, information from other schools cause unconscious forms of stress, information late: frustrating, information: teachers are uninformed, mismanagement of change: workshop information received after the actual meeting, morale is low also in private education where jobs are secure, morale is low due to fear of the unknown, morale is low in education, policy change: continuous assessment, policy change: knowledge: no clear understanding, policy change: questioning structures, policy has to be in writing ready for inspection by government, private school allowed more freedom, private school: space to be your own personality, restrictiveness in rules, school to be handed over to government, teacher as a person: code of conduct is essential for unprofessional teachers, teacher perception: I am going to loose my job, teacher perception: I am going to loose my job if I don't do what I am told, teacher perception: I am going to loose my job irrespective of how good I teach, teacher perception: I am too busy, teacher perception: OBE is too wishy washy, teacher perception: you are not entitled to be your person,, teacher: transition: teacher behaviour is scrutinised, teachers do not have enough time, teachers give not information, teachers perception: no privacy, teachers refuse to cooperate, teachers teach merely to keep their post, teaching practice: classes are getting bigger, teaching practice: invading privacy, teaching practice: need criteria for lessons, teaching practice: new homework policy in writing, teaching practice: new maths does not work, teaching practice: old recipes work, tp:, tp: children become confused, tp: children bring information, tp: children: confusion amongst pupils, tp: code of conduct: all in writing, tp: effect in group work; stronger child carries weaker child, tp: effect: duck-and-divers

will do even less, tp: everything in teaching is predetermined, tp: experienced teachers are forced to follow the code of conduct, tp: following protocol, tp: one must be allowed your professionalism, tp: professionalism and freedom to choose, tp: pupils feel the pressure, tp: school life regulates personal life, tp: time is problematic, tp: too much preparation, tp: younger staff are quite keen, tp: evaluation becomes easy, tp: evaluation is too wishy-washy, tp: evaluation may be biased

- **Memos (0):**

- **Document body:**

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- Date: 25 March 1999

- Female

- Experience: 10 years

- Grades:

- Qualification: B.Prim Ed (SP)

- Policy change: Curriculum 2005

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-

- INTERVIEW 1: L

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- INTERVIEWER: I want to say thank you for being here,

- I really appreciate that and sacrificing your time. I want to share

- a little bit about my project so that at least you just know what I

- am doing. I actually did write a bit in my letter but maybe it is

- not quite as clear. What I am trying to do is I am looking at

- macro policy change for education. So it can be many things,

- whatever you choose your policy change to be, that is fine with

- me. Then I will go to teachers on a micro level and schools, then

- I would like to ask what is your experience about policy change

- in South Africa. And then I want to make a linkage, I do not

- want probe it but I have a certain idea of what is happening in

- South Africa. So that is why you are participating in my project.

- If I have results and you are interested in reading them you are

- very welcome to do so. Then again thank you for being here.

- My question to you this morning is how do you and what do you

- experience at the moment in terms of education policy change.

-

- RESPONDENT: Basically we always get information

- two months later than anybody else, where there are meetings on

- policy changes we always get it two weeks after the meeting has

- taken place, which is extremely frustrating. We did attend a

- workshop on Curriculum 2005. That is all basically that we have

- been made aware of at this stage, is this whole OBE type

- education. But very little information coming through to us. If

• we do not have contact with other schools then there is no ...

•

• INTERVIEWER: So that is the way in which you get
• your information...

•

• RESPONDENT: Ja mostly from other schools.

•

• INTERVIEWER: It comes late as you have just said from
• the department, two months. How did you experience the
• workshop on Curriculum 2005?

•

• RESPONDENT: Look we did the workshop, a very brief
• one, for a day. Then I had to go back to the staff and workshop it
• with the staff. I felt that there is a lot of good in it, but I just feel
• that it is being over done. There are certain things that group
• work should be involved and all that, but the individual is still
• important and they have moved away totally from individuals so
• that your stronger child is now carrying your weaker child. I also
• think there are some loopholes for a lazy teacher, very much so,
• because it does not go out of the work that is done, it goes about
• ..., and each child is on a different level and it does not matter if
• this child only knows one thing about water and the other child
• knows five things, they are both a pass.

•

• INTERVIEWER: So the teacher can actually get away
• with not doing much.

•

• RESPONDENT: Getting away with a lot of it, her
• evaluation becomes so easy. It does not boil down necessarily to
• a test. So the question is if I like you, you are going to be better
• than the one that I do not like. So there is a lot ...

•

• INTERVIEWER: So there is a lot of bias then.

•

• RESPONDENT: Definitely. Look they say you tick
• sometimes, always, but there is no, to me it is just too wishy
• washy, maybe I am just too black and white a person, but there
• must be concrete things that you are ...

•

• INTERVIEWER: Criteria maybe.

•

• RESPONDENT: Criteria that you are, they say before
• you start a lesson you say this is going to be communication
• skills. But is just a slight bit too vague for me and they are
• moving away too much from definite information given and that

•type of thing.

•

•INTERVIEWER: Is it your understanding that

•information is not available and if there is information then

•maybe they think well they should not be given because the

•children must generate it themselves.

•

•RESPONDENT: Through the workshop we were told:

•you do not give information, the children must give it to you and

•then the notes are made one what the level of the children are. So

•that question is in my mind, how much are we then giving them?

•Yes all right one child does know ten facts and one knows one, so

•they have learnt, but what does that child that knows ten then

•learn? Nothing. So I have a definite problem with it. They

•looked at my piece of study (inaudible) and they said it is

•wonderful that you give them the information.

•

•INTERVIEWER: Who supplied that information or who

•presented the workshop rather?

•

•RESPONDENT: It was from the Gauteng department of

•Education, they took all the, Lynnwood Ridge, it was all the

•districts whatever. You had to send a representative and the

•representative went back and workshopped it. You know that is

•how they workshopped, that is how they worked it, coming

•down. It was a woman and a guy, I cannot remember ...

•

•INTERVIEWER: At a particular school?

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•RESPONDENT: It was at Lynnwood Ridge but they

•were not from Lynnwood Ridge. It was about two years ago.

•

•INTERVIEWER: Two years ago and in the mean time?

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•RESPONDENT: Ja it is just that I cannot remember if it

•was exactly two years.

•

•INTERVIEWER: More or less.

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•RESPONDENT: It was between one and a half and two

•years ago. "X" and I went. But definitely that was it and we

•never heard a word after that, we workshopped it with the staff.

•There were really some very good ideas. I mean I took picture

•packets back and you could do a whole lesson on that. It was

•amazing, it gave you lots of ideas. But that was the (inaudible) to

- start off, but for a teacher, if you are teaching, subject teaching,
- all you need to get together and try and work out, I mean we did
- (inaudible) and I think that was two, three weeks evening work,
- of staff getting together and I think they must look at that type of
- thing, they must allow it to come from the teachers and not throw
- it in and say you will, they can do one thing at a time getting into
- it.

-
- INTERVIEWER: So what I am hearing is you are saying
- something about there is a lot of good in it and I am using the
- chip packet example in that you can be quite creative with an
- article. But I am also hearing you say do not go overboard.

-
- RESPONDENT: I have a problem with that definitely.

-
- INTERVIEWER: Tell me something more about how
- you feel about all that, if you were to go a little deeper now.

-
- RESPONDENT: Different people, I must say your older
- a very staff feel very threatened always. They feel that they have
- a recipe that works and so on. A lot of your younger staff are
- quite keen. They do not mind but again I have picked in my own
- experience the teacher who you always know who is always
- ducking and diving, they are always the ones to grab first on
- something that means less work, that means you know I do not
- have a specific, you know preparing questions there on, how I got
- this lot. You know I can say well (inaudible) I cannot.

-
- INTERVIEWER: Yes

-
- RESPONDENT: Ja, ja. Even though you do have
- continuous assessment here with the files, the whatever your
- work that has been done, you can still pinpoint it. But definitely
- your older staff will always feel threatened.

-
- INTERVIEWER: Do you think it is anxiety or what is
- that?

-
- RESPONDENT: Ja you know I do not actually know, I
- have taught for 20 years this way, not all older staff. Some older
- staff are always keen to get new ideas, but I would say in general
- people are always say especially when its given and then this is
- what will be done, I know when that new math's came in a
- couple of years ago, I mean and it has not worked. Why not has
- it worked? Because it was thrown on and most teachers messed

•it up so much that when they got to grade 6 and we had to fix it
•up, we had to start at grade 4 teaching them, and we had to
•actually go back and do the four basic operations, you know
•which is wrong. But the kids are being so confused because the
•teachers are not, you know experienced they do not know it well
•enough to pass it on.

•
•INTERVIEWER: So I hear experience, I hear a little bit
•what older teachers' anxiety implies for you.

•
•RESPONDENT: You see also time, time is also a
•problem, because the classes are getting bigger, look not in our
•situation but I am thinking about the government, I know for a
•fact at some government schools where the teachers have refused
•to cooperate because of the classes and the preparation involved
•in differentiation. And if you are want your teachers to have the
•experience, to have the knowledge of what you want them to do,
•you cannot be doing that to them. You cannot be, you know
•loading them so much that they do not have the time to attend
•something if you have got it.

•
•INTERVIEWER: What I hear you saying is teachers are
•so busy.

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•RESPONDENT: Always an excuse.

•
•INTERVIEWER: There is always an excuse.

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•RESPONDENT: And it is always time, it is always I
•cannot I am too busy, when there is something that involves
•them.

•
•INTERVIEWER: Maybe in service training or something
•like that. Although I know that in your school do you have
•certain days, once a month or so.

•
•RESPONDENT: Yes that we actually you know ...

•
•INTERVIEWER: You plan for it.

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•RESPONDENT: Plan for it and so we try and keep up
•by means of that, but our problem again is, you know I am not
•just talking out.

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•INTERVIEWER: Ja no that is fine, that is fine.

-
- RESPONDENT: Well I know that I am sitting with 40
- children in a class of which four cannot read, it is a nightmare and
- ...
- INTERVIEWER: Which us to the issue of group work. I
- am wondering about what skills teachers are being exposed to in
- that context?
-
- RESPONDENT: Ja it would depend on where you
- trained and that as well, I was lucky I trained at UPE (?), now we
- did a lot of group work and that type of thing.
-
- INTERVIEWER: Yes..
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- RESPONDENT: So we were taught you know you stand
- back, you move around, you get your group leader. But also very
- basic, I mean not ...
-
- INTERVIEWER: But it is still something.
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- RESPONDENT: But you got something. I like to use
- group work either before something new or after.
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- INTERVIEWER: Why?
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- RESPONDENT: Never you know in the middle of
- something, so either before where we see brainstorming in our
- groups, what do we know about something and then we share per
- group, you know report back and that type of thing and
- (inaudible). Afterwards then if we are going to independent
- research, you know if you are going to do something that is a bit
- further then you divide them into different groups and each will
- get a different topic to go and research and then they go and
- report back, that type of thing. But it is difficult because it is
- noisy, other teachers do not like the noise next door to you, which
- makes it difficult. A lot of your older staff think you are playing,
- in your class you are too casual, you know you have got to find a
- medium always you know.
-
- INTERVIEWER: What does that do to the morale would you
- say?
-
- RESPONDENT: (very heavy response) Well at the moment in
- education morale is very low. Even within private schools where
- you are sort of secure of a job the morale is very low, very tense,

- they are unhappy, they do not know what is going to be put onto
- them next to do, they do not know what is going to be expected
- tomorrow of them. And I think it boils down to the fear of the
- unknown, we do not know what is coming. We do not know
- what is going to be expected, you know it is because you are
- uninformed. Also you are hearing again perceptions from other
- schools of what is happening and that causes you know immense,
- an unconscious form of stress that comes onto somebody but yes
- ...

•INTERVIEWER: How would you say that becomes visible?

- RESPONDENT: It becomes visible in, well from what I have actually seen, lack of enthusiasm. I am not going to do more than what I have to do, attitude. Also almost an attitude of well I better be careful here because this one could actually determine my job, if you know what I am saying.

•INTERVIEWER: I hear you.

- RESPONDENT: You know that type of thing. Again with the perception in stead of teaching the way you would like to teach you rather teach according to how you think, shoot from the top. They expect you to teach so that you maintain your job, which is (inaudible).

•INTERVIEWER: Forced teaching?

- RESPONDENT: It definitely comes out, definitely. The pupils feel the pressure, the teacher is under pressure. The teacher also then tends to be not nasty, but you know a little bit more uptight with the group and then they do not understand, you know they cannot understand why this one is so rude today, you know normally or whatever. So it causes a bit of confusion there as well and it also breaks down on the relationship between the teacher and the children.

•INTERVIEWER: In terms of the morale, what really scares teachers? Is it that they are going to loose their job because of redeployment, things like that?

- RESPONDENT: Definite, definite one coming through, is that I am going to loose my job if I do not do whatever is

- coming or I am going to loose my job no matter how good a
- teacher I am or no matter how much I do. So I might as well do
- less because either way I cannot win.

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- RESPONDENT: Does that apply to temporary teachers
- as well as permanent staff?

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- RESPONDENT: Your permanents.

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- INTERVIEWER: Despite the fact that you are in a
- private institution or semi private?

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- RESPONDENT: I think not so much, it is not as much at
- us, but also we are not very sure about our situation, because the
- nuns you do not know if they are going to sell or keep the school
- ,okay, you have also still got that approach. They say ...

•

- INTERVIEWER: It's okay it is confidential....

•

- RESPONDENT: There was a time and it has not been
- cleared, that there were decisions discussed about maybe the
- school being handed over to the government and then the
- government pays our salaries etceteras, etceteras. Which did
- cause and still causes a lot of tension and pressure.

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- INTERVIEWER: Because you do not know.

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- RESPONDENT: Because if the government takes us,
- what happens to our jobs?

•

- INTERVIEWER: Sure. Then you are in the same boat as
- everybody else.

•

- RESPONDENT: And then we are as everybody else,
- although once you are told do not worry there is nothing yet, but
- there is still that fear of it.

•

- INTERVIEWER: Of course. You never know when it
- might happen...

•

- RESPONDENT: And is it still on the cards. But I
- sometimes think oh what is this, you know why, I do not know
- where next year I am going to have a job, why am I doing this?
- You know you do, even though and I will not say, I think
- everybody no matter how much or how little you get, there are

- times when you think where is it going, what is going to be
- happening in five years' time, you know how are things going to
- be. Am I going to be able to cope with what is going to happen.

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•INTERVIEWER: If you say what is going to happen L.,
•okay we have got issues like we have got a new curriculum.
•Then we have issues like redeployment ... what really touches
•the heart of a teacher.

•
•RESPONDENT: I think, look at the moment we know
•that we are doing a lot of, suddenly you have to have everything
•in writing, you know code of conduct and I know for example the
•teacher once, at the end of our session you know from about
•(inaudible) back our code of conduct for somebody who is
•married.

•
•INTERVIEWER: Sorry can I just check with you
•because I do not know?

•
•RESPONDENT: It was something that we have been
•told, you know you have to have a homework policy detention
•one, everything has got to be in black and white. If the
•government walks in you have to have it in black and white.
•Now we are the type of school that don't have rules per se on
•black and white.

•
•INTERVIEWER: Yes.

•
•RESPONDENT: I mean it comes with mutual respect
•type of thing. Now we have been told you know that if we walk
•in there has got to be things in black and white. So suddenly for
•somebody like me I mean I have been teaching for ten years, to
•suddenly be told you know ten years in private education that
•from now onwards you will behave according to this set piece of
•paper. It gets your back up a little bit you know.

•
•INTERVIEWER: It could be embarrassing in a way.

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•RESPONDENT: It is because look you had part of it, we
•were all part of workshoping it and so on and we still put it all
•together and then, but you sort of feel are you not professional
•enough to know how to behave? Why should it be written down
•in black and white?

•
•INTERVIEWER: What about teachers who do not have

•the same responsibility?

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•RESPONDENT: You see that is now what I understand

•why everything is going on black and white, but it makes it so
•difficult because you have got to cut into, where you have got to,
•look I understand you have got to cover yourself for the one who
•is not doing anything. But it makes so difficult, I mean suddenly
•it is on black and white, because you sit and look at it and you
•think you know does this mean that I cannot go to a party any
•more? You know because it can be construed, the person who
•does not like you could now, oh she was misbehaving at this
•party in such a manner that you know it was not professional. So
•it sort of, I know for me as person I have, you cut off, you know
•you go into a, like I heard my friend say, into Bootleggers and I
•see parents there then I say we have got to go. And I mean my
•friends sometimes get cross with me and they say to me you
•know every time we go anywhere it must be the worst job in
•town to be a teacher. And it is not wrong to go in and have a
•drink somewhere.

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•INTERVIEWER: Of course not.

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•RESPONDENT: But now they think this has been put
•on black and white, now you should be very wary of what, you
•know why is it on black and white?

•

•INTERVIEWER: What I hear you saying something
•about as if everybody scrutinises your behaviour.

•

•RESPONDENT: Your behaviour suddenly. You are
•suddenly feeling that it is not just code of conduct, but all these
•things that are changing and you are suddenly feeling that you
•actually do not have a visible life, that the school now regulates
•your personal life. Which is something that I have never felt
•before. And you know you can move on, you know you do have
•a responsibility in your private life towards the children.

•

•INTERVIEWER: Yes of course.

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•RESPONDENT: Definitely. But it has never been you
•know like ...

•

•INTERVIEWER: Imposed

•

•RESPONDENT: Imposed almost...you know, suddenly

•because they say you must have this, you know like each teacher
•has their own way of dealing with differences, their own way of
•dealing with you know getting the children to work and that type
•of thing. Suddenly now because everything has got to be on
•black and white it almost feels like you are not entitled to be your
•person, you have to now follow and it is one of the maybe ...

•
•INTERVIEWER: Protocol.

•
•RESPONDENT: Yes for me it is one of the main
•reasons why I only taught one year at a government school,
•because there everything had to be, you know books have to look
•the same, you need to dress in a certain way, you need to, you
•know it was so ...

•
•INTERVIEWER: Predetermined.

•
•RESPONDENT: Absolutely, that it did not allow you as
•a teacher to allow your personality to come through ...

•
•INTERVIEWER: And grow in your job.

•
•RESPONDENT: And it is not, do not get me wrong, it is
•not like you sort of think this is all black and white it is wrong,
•but you know at private schools it has always been allowed, that
•you are allowed to be creative, you are allowed to be your own
•person the way you handle the children. It is allowed within a
•framework, guidelines. But now suddenly I am feeling ...

•
•INTERVIEWER: And it is a very (inaudible).

•
•RESPONDENT: That everything is predetermined black
•and white, you know so it makes me uncomfortable because I
•have my way ...

•
•INTERVIEWER: of dealing with....

•
•RESPONDENT: Whatever, you know.

•
•INTERVIEWER: What do feel now?

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•RESPONDENT: I sort of feel well if what I was doing
•was not good enough before, why haven't I been told? Why now
•suddenly all these structures have been put in place. You know

- that is a question that you sort of ...

-

- INTERVIEWER: Can look at. What do structures do and rules within structures to people?

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- RESPONDENT: Ja I suppose your initial reaction is you

- know what is going on? You know or something, why is it being

- discussed at all, but you also realise that there has to be

- structures, you understand that there has to be structures. My

- rebellion towards it is don't impose it so strongly, don't say you

- will from A to B to B to C to C to D is a problem you know or

- whatever, because you know each situation is unique, each way

- of each person is unique. Each thing is going to be handled in a

- different way and I think that one must be allowed your

- professionalism as a right to make that form of decision as to how

- you are going to, and don't get me wrong, I believe in structure

- because again when I am saying the OBE is falling, it is too

- wishy washy (MECHANICAL INTERRUPTION - END OF

- SIDE 1A)

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