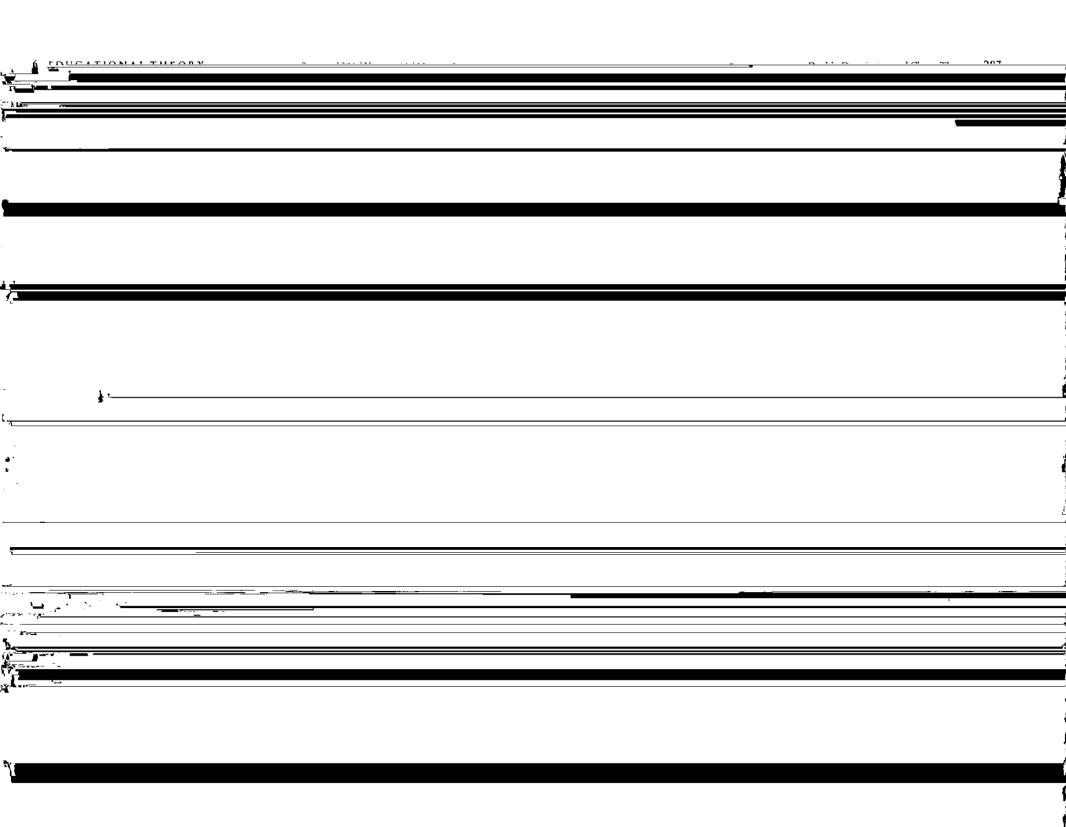


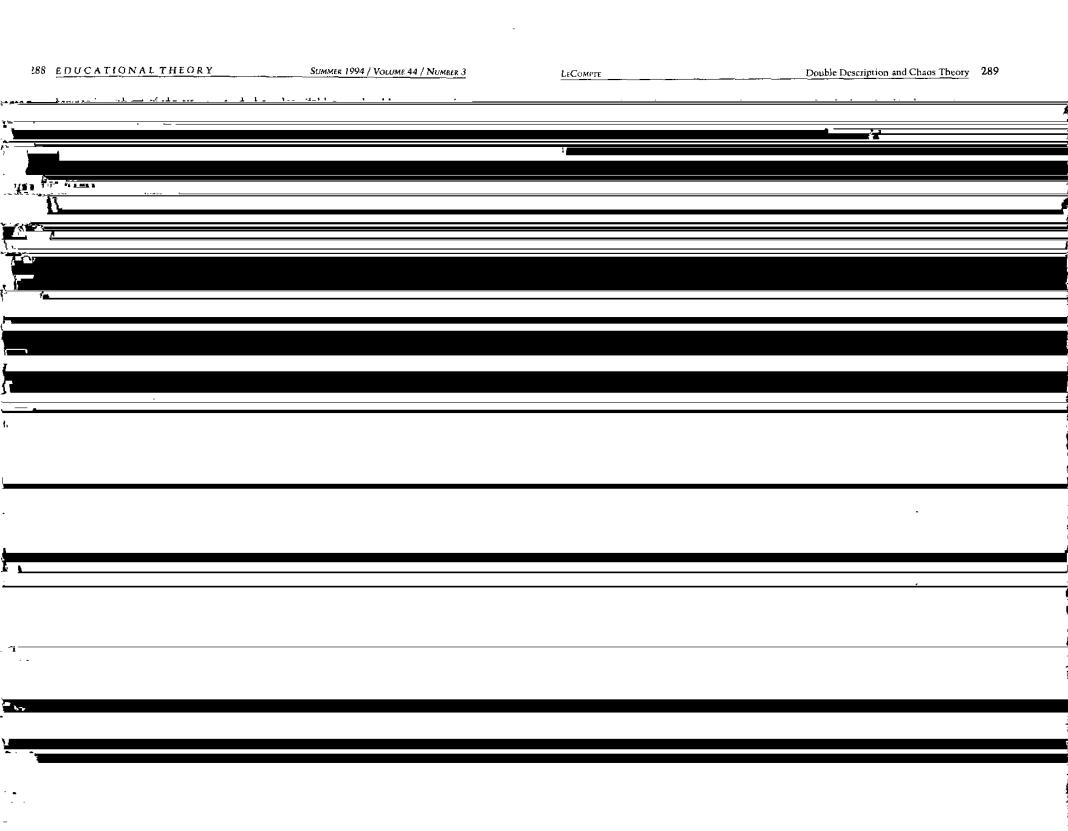
82	EDUCATIONAL THEORY SUMMER 1994 / VOLUME 44 / NUMBER 3	LeCompte	Double Description and Chaos Theory 283
-	The Butterfly Effect exists in nonlinear systems, or systems that do not conform	exist in complicated systems w	hich may have more than a single attractor. They are
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difference occur, it will be as a consequence of new conditions, which will in fact alter the way the classroom operates altogether. In that way, change will actually facilitate system survival.

However, Dean and Whyte's title could be re-cast to ask, "of all the many truths being told by my many informants, which ones make a difference in the course of events?" rather than asking "how do you know if the informant is really telling the truth?" the stance of traditional





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292 EDUCATIONAL THEORY Double Description and Chaos Theory 293 SUMMER 1994 / VOLUME 44 / NUMBER 3 LECOMPTE. • Navajos learn by modelling the behavior of experts. They watch carefully, not in his demeanor. When they responded with shocked anger, saying that his behavior attempting an action until they feel they can do it fairly well on the first try only confirmed their belief that no administrators can be trusted, their actions only

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be expected. That is, notwithstanding the stimulus-response model that governs most educational planning, simple inputs to the system — such as administrative unhealthy, and that we can interpret continued recycling of the same ideas — a

We can seek out such attractors and work toward the construction of more flexible meanings. We can use an historical analysis to determine the origins of sensitivities within school systems. And we can look forward and backward in time, and far beyond the immediate confines of the schoolyard, for the causes and consequences of our present actions. In so doing, we may develop new tools and strategies for understanding the meaning and dynamics of educational systems.