

## 1: How to manage change in schools | Ambition School Leadership

*Make change a part of school culture. Just as some people are more comfortable with change than others, some organizations are more comfortable with change. For schools where change is anathema (and they do exist!) starting with small but visible changes that make a positive difference is the key.*

Managing change in a new school might seem like a contradiction but Connie Walker still needed to bring staff with her as she revised the CPD strategy. For the purpose of sustainability of both schools and staff change must precariously balance between two points: This blog is about Managing Change, one of our middle leadership competencies. Get a quick insight into our competency framework with our Leadership Diagnostic. The first point is the need for continuous improvement and to avoid stagnation, and the second is the need to allow time for change to become embedded in the fabric of the school. Often the issue of change requires leaders to overhaul and adapt a model of values and mindsets in long-standing establishments. However, as the Assistant Principal of a four year-old free school, I have had a reasonably blank canvas to start with. Therefore, the process of change has also meant the establishment of processes and structure from scratch. My objective was to design an effective Continuing Professional Development CPD programme with a culture of coaching at the core. I wanted to move from an ad-hoc INSET programme to one whereby INSET days are structured to engage staff with discussions around teaching and learning, and that continuously require staff members to reflect upon their practice. While the programme is still in the early stages of development, building the structural foundations and the values linked to embedding a coaching culture has been crucial. Designing the coaching and INSET programme was important, but not critical to managing the cultural change needed to make coaching the norm. Creating deadlines did, to an extent, appear to create urgency, but also panic and the sense that coaching was a tick-box exercise with no real purpose. In order to ensure sustainable change, my focus needed to shift from timings of the process to ensuring that it actually happened. For this to occur, I needed to ensure staff had the understanding and skills to coach and the belief that it was worthwhile. As a consequence, I utilised meeting time to discuss teaching and learning, rather than presenting my plans. This enabled new conversations around teaching and learning to develop naturally and re-inspired staff to experiment with teaching strategies. Creating an environment in which staff were happy to reflect enabled them to develop coaching skills. To manage this element of change, staff were given the opportunity to discuss how coaching and performance management could interlink and therefore this decision was driven by the staff body rather than the leadership team. This gave empowerment to staff and therefore increased both incentive and engagement; not only would coaching help to develop and refine their practice, but there was a formal recognition of their achievements. The recognition of achievement has been important to the process of change, as has the frequency in which coaching is discussed. However, the involvement of staff reflections in the process has been more integral to establishing successful change than just visions and deadlines. Reflecting on this process, here is some advice about managing change for my future self and for you: The involvement of and reflections from those who you wish to change is critical to ensure their engagement Worry less about the timing and more about the quality and sustainability of the change you are implementing Keep the vision clear, but critically consider the drivers of the people who you are persuading to change. Using this, I was able to quickly diagnose where the issues in the implementation of change were. In addition, the experience of other participants enabled me to create a more successful structure. Meeting regularly with other participants, and reading and discussing relevant theories of change and reflecting on current practices with my coach has helped me reflect on my own strengths. But it has also helped me to identify and learn from the leadership strategies used by other leaders in the school to strengthen my own competencies.

*Managing change in schools: tips from a headteacher* Dealing with change in the school system is a constant and complex task for leaders. Headteacher Richard Steward outlines ways school leaders can effectively manage and cope with change in schools.

We can see this in the challenges given through current standards e. This means we have to change how we teach and how we lead our schools. Change in Schools, Facilitating the Process To oversee change in schools and make this transition and others successfully, we need to be able to see the whole picture. In my role as principal, I have a few go-to, change management strategies that I use for leading change in schools. I will review each and their practical application in supporting the work of 21st century teaching and learning. He articulates the five different levels of processing for an organization: The Intrapersonal has to do with the individual and how they relate to themselves. The Interpersonal level focuses on relationships, interactions, and dynamics between individuals. The Group-as-a-Whole analyzes the group as a system. We look at how the individuals are co-acting as a part of the group. The Intergroup looks at the relationships and interactions between groups. The Interorganizational looks at relationships and influences from different organizations and the environment. Using this frame, we can gather a full picture of the organization and understand why and where we are getting resistance. For facilitating the process of change in schools, I have found it useful to move through each level and consider influences that may be affecting the school and how I can address those influences. Determine the change that your school is about to go through. As you articulate the change, focus on the purpose of the change. When you move to the next row, consider what is happening in the school that might impact the change. Go through each level and see if there is anything present. There might be one or two levels that this does not apply to. Once you see what is happening in the school and with your staff, you can try to make sense of it and begin thinking of ways to respond. Lastly, bring the different levels together into one plan. The benefit of looking at the organization through multiple lenses is that it provides more insights. We often see one level standing out as the biggest or most important factor and make our plan based on addressing that one level. Then we can get blindsided by a factor from another level that we did not consider. The bigger the picture we have of our change, the better prepared we can be. He gives a number of strategies to address this time. The three strategies that I gravitate toward in leading change in schools are normalizing the neutral zone, setting up temporary structures, and redefining the metaphors being used. Normalizing the neutral zone involves naming for the group that change is hard. Naming is explicitly acknowledging for the group the space that we are in. We all have stresses and anxieties that come with transitions and change, and it is okay for the group to name how they are processing the change. When we create space for the staff to discuss how it is working through the change, we learn a lot about supporting everyone through this tough time. Setting up temporary structures will look different for each change and each organization. In essence, we need to create a way for information to move and for creativity to blossom despite the impending change and the uncertainty that change brings. We need to allow the organization to be flexible in adapting to the needs that are arising because of the transition. The final strategy that I like to employ is redefining the metaphors that we are using. Metaphors can be a powerful way to get everyone to see the same image for the direction of the organization. It is a good reminder to stop and think explicitly about images we want to create. Bridges also has a great checklist for administrators to consider as they look at managing their neutral zones. Self-Reflection for Empathy After considering the big picture of leading change in schools and making sure that you have prepared as best as possible, there is still the need to facilitate the process with meetings that will guide the group through the change. One strategy that is helpful for reading the group during meetings is watching your own reactions. The intrapersonal level for ourselves can provide a lot of data about how the group is processing. What I mean by this is that our reactions are reflections of the group. If I am noticing that I am feeling frustrated during the meeting, I can make the assumption that others are frustrated in the room. Once I know this, I can begin considering what might be their source of frustration. It will likely be different than my source, but it is present in some way. Ideally, we can go through this

reflective process during the meeting, but that is a large challenge and one that takes practice. For now, take note of those emotional reactions and spend some time reflecting on what they may mean following the meeting. It will help you to prepare for the next meeting. Overall, change is challenging. I have found that if I use structures to remind me to look at the larger picture, then I can make a better plan. Not all plans work out, but I have the structures to go back and consider all of the factors to determine what I missed in my analysis. He has been the instructional leader of the school for the past five years and a teacher at the school for the eighth years prior. He has also focused on developing a professional learning community that is rooted in collaboration and addressing the individual needs of each teacher.

## 3: Managing change in schools ( edition) | Open Library

*Managing school change is one of the most complex school leadership tasks. School leaders need to understand the change process to lead and manage change and improvement efforts effectively.*

One element of such a context identified by Boyd a is a "widely shared sense of purpose or vision. Whether a teacher is implementing a new instructional method, a leadership team is spearheading a school improvement campaign, or a superintendent is undertaking the restructuring of a district, the starting point for any change is a clear vision. This paper focuses on vision, its definition, and how it is demonstrated in educators. Further, it provides a process for the collaborative development of a shared vision resulting in a vision statement. Vision In the literature concerning leadership, vision has a variety of definitions, all of which include a mental image or picture, a future orientation, and aspects of direction or goal. Vision provides guidance to an organization by articulating what it wishes to attain. It serves as "a signpost pointing the way for all who need to understand what the organization is and where it intends to go" Nanus, It guides the work of the organization. However, vision is more than an image of the future. It has a compelling aspect that serves to inspire, motivate, and engage people. Vision has been described by Manasse as "the force which molds meaning for the people of an organization. Vision is a compelling picture of the future that inspires commitment. It answers the questions: What do they plan to accomplish? Why are they doing this? Vision therefore does more than provide a picture of a desired future; it encourages people to work, to strive for its attainment. For educational leaders who implement change in their school or district, vision is "a hunger to see improvement" Pejza, As important as it is to know what vision is, it is also important to know what vision is not. Nanus states that vision is not "a prophecy, a mission, factual, true or false, static, [or] a constraint on actions. Other descriptions of vision provide more explicit information especially pertinent to educational leaders. Using the construct of first order changes, those that deal with improvements, Seeley asserts that these changes are connected to first order vision or program vision. Seeley asserts that such second order changes require system vision. The distinction between program and system vision provided by Seeley extends our understanding of vision and its role in changing schools because the vision reflects the type of school or district change that is being implemented. Shared Vision In addition to providing a picture of the future, a vision inspires people to work to make it come true. It motivates people to join the campaign to realize the desired vision. Many leaders begin with a personal vision realizing that it ultimately will be implemented by others in the organization. The advantages of a superintendent entering a district with a personal or a "ready made" Johnson, vision were its clarity, coherence, and potential for rapid implementation. Superintendents who developed shared visions stated that the time invested to collaborate and develop such visions fostered mutual responsibility and more readily fit the context of their districts. However, the collaborative process required to develop shared vision did not help in meeting urgent needs for change or demands for quick action. The shared vision becomes a "shared covenant that bonds together leader and follower in a moral commitment" Sergioivanni, Murphy applied the concept of shared vision to studies of policy implementation. He found that those studies identified gaps between policy development and implementation, and concluded that this gap also applies to current discussions of vision. Murphy stressed the need for the development of a shared vision. Administrators and Vision "All leaders have the capacity to create a compelling vision, one that takes people to a new place, and the ability to translate that vision into reality" Bennis, Bennis writes that leaders "manage the dream. According to Westley and Mintzberg , visionary leadership is dynamic and involves a three stage continuum: Visionary educational leaders have a clear picture of what they want to accomplish. The vision of their school or district provides purpose, meaning, and significance to the work of the school and enables them to motivate and empower the staff to contribute to the realization of the vision. Outstanding superintendents studied by Mahoney were described as individuals who "knew where their school system ought to be headed and why. Principals have a vision or a picture of what they want their schools to be and their students to achieve. Pejza stated that "leadership requires a vision. Niece reported that several authorities included "providing vision and direction for the school" as a component of instructional leadership. Two teachers, Boles and Troen , reported

from their personal experience with restructuring that their vision for improved student achievement necessitated changes in instructional approaches and teacher leadership roles. However, closer examination of the two may reveal that both groups of educators are attending to different aspects of the same vision. School administrators who have developed a shared vision with their faculty have created common ground that serves to facilitate or promote action toward the realization of their vision. School leaders not only must have a vision of their school or district but also the skills to communicate that vision to others, in developing a shared one. They invite and encourage others to participate in determining and developing this shared vision. The process promotes collegial and collaborative relationships. Although the process needed for developing a shared vision may be time consuming, the resulting shared commitment to the realization of the vision is the reward for the time and energy invested in such a collaborative process. The steps for such a process is discussed in the following section.

### Developing A Shared Vision

There are various approaches that have been suggested for the actual development of a shared vision that then is expressed in a vision statement Blokker, ; Nanus, ; Rogus, Educators will undoubtedly adjust the steps listed below to their unique situation since there is a different focus when applying the steps at the district or school level. Four steps facilitate the conceptualization of vision and lead to its becoming a vision statement. During the initial phase of formulating a vision, it is important to learn everything about the organization as it currently exists. Boyd b provides a comprehensive list of contextual factors that influence the change process which can serve as a guide to knowing a school or district. Nanus suggests that "the basic nature" of an organization can be defined by determining its present purpose and its value to society. Knowing what a school or district is about and the reason for its existence is the first step in developing a vision statement. Knowing the collective understanding of an organization is the second step and includes the participation of constituencies. The individuals or groups identified as constituencies include those that are the most critical, both inside and outside, to a school or district. Consider the major expectations or interests of these critical constituents as well as any threats or opportunities that may originate from these groups or individuals. Educators should involve individuals such as students, parents, business leaders, and other community members. They should also ensure the participation of children advocacy groups that work with their students and major employers of their students, as well as representatives of post-secondary institutions that serve their students. The involvement of critical individuals often presents challenges to the development of a shared vision. Rogus suggests having the participants write their ideas before a meeting; identify consensus statements first and then grapple with non-consensus statements at the meeting. Remember that consensus is the absence of serious disagreement, not total agreement with everything. Aside from describing the organization and discussing its purpose, the group participates in discussing the factors that could impact the school or district. In her definition of future vision Manasse advocates considering future developments and trends that may influence a school or district. Possible major changes in the economical, social, political, and technological arenas that will impact a school or district should be explored. Specific questions that educators should consider are: What are possible future expectations or requirements of our students from employers or post-secondary institutions? What possible changes in social, economic, political, or technical areas will impact our organization? The exploration of possible futures can be encouraged with the provision of literature concerning future trends. Another strategy that can assist participants to speculate about the future is to view and discuss videotapes that have been produced by futurists. Put it in writing. The final step is writing a clear and concise vision statement. This step uses all the information gathered and discussed, the descriptions of the school or district, as well as the predictions of future developments and trends that will impact a school or district. It flows from the discussion of the most probable future of the school or district. Rogus suggests using the consensus statements to begin writing the vision statement, getting one "last set of reactions," and having the total faculty determine its final form. This vision then is committed to paper. Summary These four steps facilitate a collaborative development of a shared vision and written vision statement. Briefly these steps are: Know your organization - Clarify the nature and purpose Involve critical individuals -

## 4: Change Management Research by Harvard Business School

*Schools are currently undergoing a period of upheaval and change as they adapt to new requirements and altered circumstances. This book sets out to explore the world of change in which education is now set.*

Search Managing change in schools: Headteacher Richard Steward outlines ways school leaders can effectively manage and cope with change in schools Author details Richard Steward Dr. Headteachers and senior leaders in schools are masters of coping with change. Every year they deal with hundreds of new pupils, dozens of new staff, new staffing structures, changes in youth culture, complex special needs legislation, new technology, and increasingly diverse parental demands. In recent years however, the pace of change has sky-rocketed, leaving many experienced senior staff heading for the door with no sign that things are likely to get any easier in the near future. Change can be exciting and stimulating, and one of the key mechanisms for coping with change is simply to recognise the fact that schools are all about change. How does this translate into everyday practice in schools? Fullan focused on five themes: These are all worthy abstract goals but most senior leaders spend their days in a chaotic whirl of activity where reflective aspirations are abandoned simply for what to do next. In this kind of working environment, the simplest coping strategies are likely to be the most effective. The obvious first step is to delegate. Many headteachers have reached the top of the profession thanks to a powerful drive to succeed but also a degree of perfectionism, which leads to a desire to control. The consequence of this is often the inability to let go, and the first step towards effective leadership is for heads to recognise that they are surrounded by highly skilled, professional people who are keen to support them and, above all, likely to do just as good a job. What he or she does need to know is who is doing what, and have confidence that things are getting done. It is also important for senior leaders to recognise the things they are not good at and organise leadership structures accordingly. One of the most effective ways of dealing with change is to ensure that the right people are in the right jobs. What can seem overwhelming to one person is challenging and stimulating to another. Leadership teams can be completely reinvigorated by thoughtful restructuring. The tendency to panic is also something to be avoided. Change happens quickly but a response is not always required immediately. There is usually time to think, or simply to let things settle, and things which seemed absurdly complex or demanding when first encountered can turn out to be more straightforward upon reflection. The ever present threat of a visit from Ofsted can also become a barrier to the successful management of change. Many of the changes in schools are driven by Ofsted but there is a balance to be struck. Get that right and everything begins to fall into place. Leaders who focus on learning find coping with change much more straightforward. Keeping up with developments in pedagogy is surely the most fascinating and stimulating aspect of the job, and the one that should dominate the approach to school leadership. By concentrating on the core purpose, other issues become satellites to the main event, their significance diminishes and they become easier to cope with. The recognition that they may be subservient to the central aim of improving teaching and learning allows them to be tackled with an appropriate sense of perspective. School to school collaboration Finally, the current trend towards collaboration provides schools leaders with one of the most useful mechanisms for coping with change. Teaching Schools offer an excellent example of the ways school leaders have begun to work together to drive up standards not just in one school but in schools locally and regionally, and similar levels of cooperation are emerging in academy chains, federations and other forms of collective endeavour. By working in groups school may be able to manage their budgets more efficiently but the key benefit is the creation of a culture of trust and support, a culture which perhaps offers a gleam of hope for school leaders struggling to cope with the demands of what can, at times, seem like an impossible job.

## 5: Managing change in schools: tips from a headteacher | Optimus Education

*This blog is about Managing Change, one of our middle leadership competencies. Get a quick insight into our competency framework with our Leadership Diagnostic. The first point is the need for continuous improvement and to avoid stagnation, and the second is the need to allow time for change to become embedded in the fabric of the school.*

Leading and managing change shadow Phase 4: Leading and managing change Phase 4 introduction Politicians, educational leaders and parents are all agreed on one thing – they would like our schools to continually improve their performance. There is less agreement, however, on the best way to achieve this improvement – should schools be tightly regulated and regularly held to account or should they be allowed a high level of autonomy to allow them to experiment and take risks? Should there be a national approach to school improvement or should we foster a culture of locally determined solutions? Whichever strategy is chosen, school leaders are responsible for applying it, or them, to their particular school context. Phase 4 of the programme continues our investigation of the role of the school business manager in the strategic leadership of the school, and focuses on how he or she can contribute to the process of school improvement. This concerns the performance of the school, specifically in terms of the standards achieved: Linkage between the three modules The three modules have strong interconnections. It will be argued that school business managers must have an understanding of current thinking, policy and practice in the field of school improvement. Without this understanding, it will be difficult for school business managers to engage in strategic conversations with other school professionals, and to do their jobs effectively. School improvement initiatives, whether they are internally generated or externally driven, almost inevitably involve change within the organisation. Great ideas for improvement can fail miserably if their introduction and implementation are not managed skilfully. It is increasingly the case that leaders devote much of their time, not to considering what needs changing, but to how they will successfully manage change initiatives. Effective leaders understand the change process and are able to use this understanding to engage their colleagues in bringing about sustained improvement. The need to understand how school improvement may be fostered, and the ability to manage change skilfully, are requirements of all school leaders. The school business manager, it is argued, should play a vital role in ensuring that all decisions about resource allocation are subject to considerations of value for money, efficiency and effectiveness. The linkage between the three modules is illustrated opposite, and as you work through the separate Phase 4 modules, you should keep this inter-relationship at the forefront of your mind. Phase 4 overview Module 1: Understanding school improvement Introduction to school improvement School effectiveness and school improvement Managing relationships in schools Module 2: Leading and managing change Understanding change Change, culture, organisation and communication Teams, skills and the unpredictability of change Change processes, analysis and monitoring Module 3: Improving efficiency and strategic management Strategic planning in schools Vision, values, purpose and mission Analysis, choice and action Strategic financial management and planning Module 1 scenario: It invites you to consider the different improvement strategies available to the school, and you are asked to assess their likely effectiveness and value for money. Understanding school improvement Module 1 is designed to enhance your understanding of school improvement from both theoretical and applied perspectives. We then shift our attention to some of the major national strategies that have been used over the last decade to promote school improvement and school effectiveness and consider how these are linked to the research findings. Finally, our focus is the school level, and the increasing importance attached to school self-evaluation as a tool for improvement, which requires that school leaders are able to understand and use key performance data and to establish internal monitoring and evaluation processes. We conclude by considering the need to have robust whole-school improvement planning processes in place if initiatives are to be nourished and sustained. Leading and managing change In Module 2, the challenges involved in leading and managing strategic improvement initiatives are explored in some detail. Effective change in schools is not a simple matter. Schools are vulnerable to fluctuations in outside opinion, government policy, the requirements of inspection processes and so on. Steering a course which ensures the school is moving towards

its chosen goals and engages staff and the wider community with the process can be challenging. The approach taken in this module is to initially deepen our understanding of the nature of change by a consideration of some theoretical models. The focus then moves to the change process as organisations actually experience it. Thus, the starting point is, why does the organisation want to change? What are the drivers? Then, we consider what parts of the organisation we need to change, before looking at how we will do this in our particular situation. Next, we investigate the practicalities of making the change actually happen, and conclude our analysis by considering how we will monitor and evaluate the impact of any changes.

**Improving efficiency** This module explores the particular contribution that school business managers can make in ensuring that strategic decision-taking in their schools is informed by considerations of efficiency, effectiveness and value for money. This module has strong links with the ground covered in Module 1, Understanding school improvement, and uses our understanding of the research into school effectiveness to inform our thinking. The module focuses on answering these questions: Do we have the systems, processes and tools in place to ensure that our decisions are informed by considerations of economy and effectiveness? How do we know that what we did was the most effective use of our resources? How will we ensure that what we do in the future will be the most effective use of our resources?

### 6: Change Management Designed for Schools | Atlas

*Open Library is an initiative of the Internet Archive, a (c)(3) non-profit, building a digital library of Internet sites and other cultural artifacts in digital form.*

The Disruption of the Supply Landscape by Mihnea Moldoveanu and Das Narayandas The competitive landscape of executive education is feeling a tectonic shift even as demand grows for managerial skills. Glaeser, Hyunjin Kim, and Michael Luca This study finds that data from digital platforms in this case, Yelp can help forecast which neighborhoods are gentrifying and provide new ways to measure business landscape changes that accompany demographic changes. Institutional change expert Julie Battilana discusses what it will take to create this "transformation of capitalism. What do you think were the most powerful business trends of the year? Open for comment; Comment s posted. This paper explores how businesses reinvented the image of wine. This creation of the new market, like other consumer products, had social and cultural consequences. In the US, wine became a status symbol and a renforcer of social and class divisions. The more we can plan for opportunity, the better the possibility of creating a successful future. Is good management timing primarily a function of strategy or culture? What do YOU think? Closed for comment; 0 Comment s posted. Open for comment; 38 Comment s posted. Open for comment; 26 Comment s posted. The new book Retail Revolution: Open for comment; 7 Comment s posted. Really by Dina Gerdeman When Stefan Thomke teaches students how to manage innovation and creativity, he turns to an unexpected source: Open for comment; 12 Comment s posted. Why we need two "operating systems. Closed for comment; 6 Comment s posted. Kotter Management and leadership are not the same thing. But which is more important to a growing, innovative organization? Open for comment; 0 Comment s posted. Creating New Value for Old Innovations by Carmen Nobel Every once in a while, an old technology rises from the ashes and finds new life. Ryan Raffaelli explains how the Swiss watch industry saved itself by reinventing its identity.

### 7: NCSL Modular Curriculum

*Change has been a major component of education for the past few years as wide-ranging new legislation has been implemented. However, practical advice on how to manage and cope with change in schools has been hard to come by.*

### 8: Leading change / Home - Educational Leaders

*Managing Change in Schools (DEVELOPING TEACHERS AND TEACHING SERIES) [Patrick Whitaker] on www.enganchecubano.com \*FREE\* shipping on qualifying offers. Schools are currently undergoing a period of upheaval and change as they adapt to new requirements and altered circumstances.*

### 9: Managing Change In Schools by Patrick Whitaker

*With effective change management, change is far from scary. And with inspirational leaders at the helm, change is inviting, it is fun, and it is energizing. Change management is providing structure and oversight within change to quell people's apprehensions and fears when it comes to the change.*

Conquering Panic and Anxiety Disorders Chevrolet kalos 2005 manual Helping others implement assessment practices in ways best for young children Financial Accounting and GAP Annual Report (4th Edition) Introduction to forensic anthropology a textbook Space in Richardsons Clarissa./ Bomba de agua manual casera The big bite book of pizza Expressions evocations Rasskazy Nazara Illcha, Gospodina Simebriukhova Foreign silver coins (p. 58-66) Sql developer 3.0 tutorial The Institute for government research My Pilgrimage To Understanding Gods Proverbs Woman Macmillan mcgraw hill grammar grade 2 Best red book on weight control, or, How to slim down get fit without starving or overexerting yourself. Weve a story to tell The Writings of Abraham Lincoln; Volume 3 Armenia: Correspondence between the President of the Armenian delegation and the Secretary-General Youth writes 1973 1974 Brown hd principles of language learning and teaching Like grass before a scythe Glossary of Geology, Fourth Edition International Handbook of Catholic Education Parties and their principles Management in social work coulshed OUCH! Life Can Hurt, But Healing Is Your Choice Ebook.bike cassie cross best friend Rooms for living (A Design Centre book) Glitter in the air pink piano Settling the Score Hikvision 16 channel n7716ip4t spec sheet Classroom assessment mcmillan 6th ed Synthesis and glass transition behavior of poly((aryloxy)thionylphosphazenes with halogen substituents at Song of Her Heart Life studies and for the union dead Every town needs a downtown church IV. THE CHURCH, THE STATE, AND THE RITUALISTS 81 Lincoln County poems Tables for the computation of the Jupiter perturbations of the group of small planets whose mean daily mo