

**Retired Teachers Serving
as Mentors for Classroom
Teachers**

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**THE PILGRIMAGE FROM CLASSROOM TEACHERS TO RETIRED TEACHERS
AND THEIR ROLE AS MENTORS**

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Prologue

A. History

Mentors give us the magic that allows us to enter the darkness: A talisman to protect us from evil spells, a gem of wise advice, a map, and sometimes simple courage.

Laurent A. Daloz
(1987, p. 17)

With the great changes in the social organization of the family, and the pressures that society is placing on the schools to be the "cure-all" for the multitude of problems students are facing, the role of the teacher must adapt to fulfill the ever increasing needs of the learner in our classrooms. No longer is the teacher's function simply to impart knowledge; an expanded role has developed as other agencies and institutions have grown to rely on the schools to perform the tasks they no longer seem willing or able to do, and teachers must decide if they are prepared to accept these new responsibilities.

I have concluded that teachers require a different kind of support system that will enable them to meet the ever increasing number of challenges they are facing. This support in the past has been furnished by such agencies as the university, Departments of

Education, superintendents and principals. Yet, it has become apparent that with present economic conditions and the lack of suitable time for professional development, teachers are not receiving the support they need to function at their most effective level in the classroom. A study performed in 1981 and presented by the Alberta School Employee Benefit Plan in their text Striving for Health: Living with Broken Dreams (1991) reports a 1981 statistic that less than 50% of the individuals trained in teacher education remain in the field after three years. The document also reports that many of the teachers that do remain experience a great deal of stress in relationship to their teaching duties and the environment in which they work. This stress translates into lost days at work, frustration with staff and students and, ultimately, sick leave for extended periods of time. Friedman (1991) comments on the teacher "burn-out" that is presently occurring in many of our schools and feels a support system must be found.

I propose that this "new" support is not really "new" at all. We already have the expertise and training potential available to us in the form of retired teachers, but we have never thought to employ them in systematic, productive ways.

In the aboriginal cultures of Alberta there exists a great deal of respect and admiration for elders in their communities. Elders are regarded highly for their wisdom and insight into the everyday dealings of their society. Unlike any other culture in Alberta, aboriginal people turn to their senior members for guidance and support. If we were to look at education as a culture, we would notice very quickly what happens to the senior members today. At one time it may have been possible for effective teachers to move through the system from classroom teacher, to administration, to district office and eventually to university or college. With the access to higher level positions now limited, teachers reach retirement age and are "sent out," never to be heard from again. Is it possible that a new system could be developed to employ this great resource which has been developed over the years in the classroom?

This first question leads to several others:

- a) Could retired (or nearly retired) teachers work as mentors for teachers in the classroom?
- b) Would retired teachers want to continue to work in an education setting?
- c) If a program were established would it be economically

feasible?

- d) Are there programs that could be established to train retired teachers to work as mentors?
- e) What criteria could be established for choosing qualified teachers to work as mentors?
- f) Would teachers in the schools welcome the support and encouragement that retired teachers may provide?

It is not within the parameters of this study to attempt to answer all of these questions, but it is important to understand how this study is merely one step in the development of a new support program for teachers. The primary question to be answered will be: what are the perceptions of retired teachers as to their continued role in an educational setting serving as mentors for classroom teachers?

The research process began with the retired teacher as mentor literature, which I found was limited. However, there has been a great deal written recently on mentorship, in a variety of fields; on retirement; and on teacher professional development. An extensive review of this literature may be found in the appendix to this document.

B. Purpose and Scope

This study takes the first step in establishing a mentorship program for teachers in the school systems in Southern Alberta. Three major shareholders would be involved in such a project namely: the school boards, the teachers in the classroom, and the retired teachers. Because it is not within the scope of this study to investigate all three of these areas, the main focus will be on the retired teachers. Their perceptions of this concept are, I feel, instrumental to how it may operate in the schools. Once feasibility is established, the next step would be to work with teachers and then selected school boards. This study is limited to an analysis of the current literature and an interpretation of the data collected through discussions with 4 retired educators from the schools in Southern Alberta.

C. Mentorship, Retirement and Professional Development

A. S. Neill, an innovator in education in England from 1930 to 1970 stated that, "Education should deal with life and not with acquiring knowledge" (p. 486). The original term "mentor" was first introduced in the writing of the epic poem "Odyssey" by Homer. In it, Odysseus was bound to travel; he therefore asked his friend, Mentor,

to educate and guide his son, Telemachus. Mentor became the symbol for what we hold today as the definition for a true mentor. Laurent

A. Daloz (1987) best defines a mentor as:

Metaphorically, a guide who leads a traveller on a pilgrimage of discovery ... someone not related by blood who takes a special interest in and responsibility for the growth and development of another person. (p. 35)

This concept of a mentor has been used in business and industry for years, and only recently in the field of education. New employees were encouraged to "learn the ropes" from seasoned veterans. In education we are only just now realizing how important this may be. Further discussion of mentorship may be found in Appendix B of this document.

Bumbarger, Nixon and Seger (1989) conducted a study to discover what teachers in Alberta were thinking about their impending retirement. Much of the literature concerned with retirement identifies the stages that individuals may pass through in the course of their career. The literature may not agree on what these stages are or when they occur or what impact they may have. However, there is agreement that stages do occur, and there is a "natural" progression through to these stages. With the early

retirement incentives and programs that have been developed to encourage individuals to retire, we may find people experiencing frustration with a system that they had looked to for support for so many years. Bumbarger et. al. realize more study is needed in this area, as the dividing line between active worker and retirement must be addressed, not as a distinct division that one crosses as in a race to the finish line, but one that fades into the next stage. Further discussion of retirement may be found in Appendix C of this document.

In a recent article in the European Journal of Teacher Education, Lya Kremer-Hayon (1991) attempts to clarify what educators believe professional development is; the complex issues surrounding our beliefs of what "professionals" are and how they may "develop." The first term is very static, implying a set of accomplishments that people must have before they are considered to be professional. When the term development is placed after this static concept of a professional, misconceptions grow and meaning is confused. Ultimately, it is suggested individuals or groups involved will identify what professional development is for them. The retired teachers in this study have continued to develop

professionally, even though they are no longer in the school setting. The literature consistently supports the concept of creativity in our growth as professionals, and the retired teachers in this study typify this belief. Further discussion of professional development may be found in Appendix D of this document.

Preparing the Stage

A. Setting and Characters

Before a play may commence, the stage must be set; an artificial environment is created not only for the audience to enjoy, but to give structure and stability to the actors who will eventually bring to life their story, using this background and the surroundings to enhance their performances.

To understand the perceptions that four retired teachers have about mentoring teachers in the classroom, it is important to know their environment, the surroundings that have played an intricate part of their lives up to their retirement on June 30, 1993.

The four retired teachers (whom I will call Eileen, John, Peter and Sharon), have at least two characteristics in common: they have taught school for more than 20 years, and they all retired on a Wednesday in June, 1993.

Eileen has actually taught in a city school for approximately 28 years, or is it 32 years, depending on who you talk to and who is organizing the pension cheque. Her experiences include teaching students from E.C.S. to grade 8, with the majority of her time spent at the upper elementary level. The past 15 years have seen her

involved in administration of several elementary schools, serving as principal for many of those years. Along with these duties she has also served on numerous organizations and committees, enhancing her professional status in the community. With all the commitments Eileen has, it was not an easy task to organize times that were suitable for interviews. Often she may be found having lunch in a local restaurant with teachers from the school. The collection of professional journals and files of reports on her desk give evidence of her continued involvement in the lives of students and teachers. Even though the school has been the focal point of her career, she has managed to find time to travel to Europe thirteen times, the most recent being this past summer when she traveled by bike through sections of Germany. Eileen relates, "After awhile you begin to realize you have spent all this money and so many years doing something, but while you are doing that, there is that whole world out there of opportunities, places to be, things to do and see and experience...it's just like everything, the more you travel, the more you know about something, the less you know."

John may be found in the open area library of a large city elementary school, with shelves of books, rows of desks, and tables

scattered in all directions. He has been in this environment for 23 years, alternating from his job as librarian to working primarily with a sixth grade classroom. The many hats that he wears in the school, being a teacher, a counsellor, a traffic cop, an advisor, and a coach, often makes it difficult for him to find the time to change the hats quick enough. This may be why he is beginning to lose his hair, as the hats are becoming tighter and tighter, and more difficult to take off. The time may arrive where he will only wear one hat and not bother with changing. His excitement for working with elementary students is only surpassed by his sense of humor in his dealings with the members on his staff. When speaking of his relationships with people John comments, "I really admire people who sort of keep it on an even keel...dynamic people are wonderful, but it's like wild sex, after awhile you get jaded on it!" Working and being with people is a very important part of John's life, as teaching in an open area classroom has enabled him to grow and develop as a teacher. "If we had not moved into this open area and I had not had this core of really strong teachers to get my life on track with these kids, I wouldn't have taught, I would have just packed it in!" Encouragement and peer support have been central to John's teaching

career, as he remained in this environment for all 23 of his teaching years, finding it comfortable, safe, and rewarding.

Peter also found a safe environment to spend 29 of his 32 years of teaching in a rural Junior High School. He remembers with fondness his first years of teaching as he relates, "Those were the tough years, but they were the greatest years." As happens with so many graduates from a Faculty of Education, Peter majored in one subject area (Math) and spent most of his career teaching in another (Science). The Science curriculum constantly changed for Peter during his 32 years of teaching, involving him with the development of those curriculums. As a result he traveled to Edmonton on numerous occasions to write documents for other teachers. Peter expressed concern over this traveling, and actually felt guilty about the extravagance. "They [the oil companies] paid for our ways up to Edmonton, staying in the posh hotels, banquets all laid out for us. I shouldn't mention this, but cases of all kinds of liquor were there, just help yourself, and I thought maybe I should go into the oil industry, so much money got blown away with everything, it was unbelievable." Over the course of his career, Peter found himself interested not only in oil companies, but also in carpentry, as he

actively became involved in the building of his own home, and with the construction of sets and props for community theatre groups. All this involvement certainly kept him fit, and his slim features attest to this.

Food prevented Sharon from teaching the one course she was trained to teach, food science. After several years of shopping for food, preparing food with the students, and enjoying the food, it was either find a new job, or weigh an enormous amount. She quickly changed to teaching sewing, and eventually her 37 years of teaching in a rural High School were rounded out with English classes and librarian work. Sharon remained in the one place long enough so that students she had taught in her early years returned as parents of her latest students. She quips, "Students are not needed to be liked or disliked, they are to only be tolerated. And this was a kind of bantering situation as well, and that message filtered down to younger brothers and sisters, and when they came up they would quote this back to me." Arriving from Montana to teach in a small rural community, Sharon quickly got involved with the numerous activities that a small community has to offer. Unlike her mother, however, she likes to think that she has developed a "little more

balance" in her life, and isn't quite so "driven."

Together, these four teachers have accumulated a total of almost 125 years experience working with students and colleagues. As they completed their employment as teachers for their respective school districts, they entered a new stage of their careers, that of retired teacher. They were not sure what that really meant, whether they would now be rich, or famous, or relaxed, or just in another stage. In the discussions that followed during their transition period from classroom teacher to retired teacher over a period of five months, their perceptions of mentorship in a school setting were beginning to be formulated.

B. Costumes

Some educators discover very early in their careers that if they are to perform the role of the teacher they must put on the correct costume; they must clothe themselves in something to hide their true selves. In so doing, they protect themselves from any harm; it is not the individual that must take the criticism or deal with the problems, it is the teacher.

This may explain the numerous references to teaching being a "private" act, and one that is shared between the teacher and the

student and no one else. Phrases such as, "It is a very private thing" (John) and "educators are a self contained unit you know" (Sharon) were common among the four retired teachers. The protection they felt within the costume and set they had established for themselves even went further as they described their thoughts about someone else coming into their classroom. As Sharon related, "I am the controlling agent, I set the pattern and the tone, but as soon as one of your peers walks in, somehow you feel violated, invaded, open to inspection, vulnerable...that person is Attila the Hun." John continued, "I think that you might feel like you are imposing" when asked if he thought he could go into a peer's classroom and observe their teaching. Peter suggested that "as soon as a stranger or someone comes in, the kids act up, or they act differently for sure." He also states that he doesn't think that he could venture into someone else's classroom because "I think we feel like we are invading somebody's privacy." In her role as an administrator, Eileen commented that some teachers were "threatened" by her presence in the classroom, and later uses this same concept of threat to describe her own feelings as she embarks on a new career once she has retired from the public school system. The word "threat" creeps

into the teacher's vocabulary whenever they speak about their relationships with their peers or adults in general who may comment on their teaching or performance in the classroom. It extends further when Eileen remarks that the presence of retired teachers in a school may "challenge or threaten" the administrator's position in a school.

After years in their costume, you would think that teachers would be comfortable; unfortunately it takes little for them to begin to worry if their costume has a tear, or if it is getting too small, or tight. Peter relates, "A person, in the back of your mind, is always defending themselves. I do, sometimes. I have to watch how things are. I don't want to look like an ass."

John sums up the reactions teachers have had to their costumes fitting just right when he states, "I suspect that if teachers are open enough about themselves, and honest enough, and perceptive enough to seek this sort of relationship [mentoring], that there would probably be benefits for them. But the very nature of someone being willing to do that sort of says that they are probably pretty healthy about their situation anyway."

The "costume" has fit perfectly for all of these years; so

perfectly that one wonders if a retired teacher is now able to remove the costume. As Fitzgerald (1988) comments, "Most people think of work as what they do for a living, yet perhaps only in retirement they discover it is much of whom they have become" (p. 102). The setting and the role have influenced the character of the teacher to such a great extent, that it becomes nearly impossible to separate them.

Atchley (1976) differentiates between either the internal or external continuity, the former involving an individual's ability to relate present activities to what they have experienced in the past and the latter dealing with the structures individuals have established to support themselves in their environment. It is important to maintain a consistency with the internal and external self as an individual grows and develops. If this consistency is not understood and planned for, problems may occur, resulting in frustration and lack of development on the part of a retired individual. Atchley uses the analogy of a dramatic production to clarify the issue; we may use old sets, props and costumes to create a new production, and some characters may be added and some taken away, yet the central character remains, the self. The internal

consistency is there, even though it is influenced and molded by the external conditions. Individuals who retire look to maintain the internal consistency knowing that the external structure is going to alter dramatically. If this transition is planned for, the internal continuity will help them make the change with a minimal amount of stress.

Even though their external structure that has been a major component of their life has now ceased to exist, the strong, internal structure continues to allow them to make the transition from teacher in the classroom, to retired teacher. Where their strength came from as a teacher and how it encouraged them to continue teaching in the classroom for these many years, will now be the focus for their perceptions of themselves as mentors.

Act I

A. Mentors from the past

Kram (1983) proposes that there are definitely mentorship functions that are career orientated, namely sponsorship of an individual, along with exposure and visibility, coaching, protection, and presenting challenging assignments. Also there are mentor functions that serve a psychosocial function, namely role modeling, acceptance and confirmation, counselling, and friendship. These two divergent concepts of mentoring have resulted in "informal" and "formal" labels being placed on the role of a mentor. Zey (1991) identifies the strengths that may be realized from the formal relationship in a business setting. Protégés are able to learn the "ropes" from the mentor that is assigned to them. This relationship results in benefits, not only for the protégés, but for the company as well, as Wilson and Elman (1990) state, "Just as in traditional societies where tribal folklore and fables, each of which contains a 'moral,' are passed down from generation to generation, mentors in corporate cultures can pass down organizational folklore and fables" (p. 89). Any success that the mentor and protégés experience will certainly benefit the organization.

The retired teachers in this study identified numerous individuals that they perceived to be mentors in their lives. These mentors were seen in both roles as guides for life, and guides for their careers. All four of the retired teachers referred to colleagues they had worked with as mentors. Peter's relationship with one colleague began in his first year of teaching, where he states, "When I first came to the school, Dick gave me some information that gave me some help...but mostly with the handling of kids...I still think he is a great fellow...he is a member of the Elks and he is working on a project to deal with education, so I might get involved with something like that."

John found it very important to have colleagues that you could share and talk with. He comments, "You just need someone to listen, right? I don't think it matters what you do, if you think they really listen, it is like going to the psychiatrist, it's good." The question of gender never entered into his choice of people that he could learn from. "A couple of the teachers that became role models for me later on were women that I admired a lot." There were numerous opportunities to benefit from the expertise of colleagues in the various disciplines when one required support. This idea of support

is evident in Eileen's comment, "I don't think a mentor is quite the same as someone going to a piano teacher to take lessons. The piano teacher says here, these are the things to do. I think mentorship is much more personal, and drawing on whatever it is that you want, and it may be on some of your strengths but you just want to do better."

The importance of a close family member was often cited in terms of a person that was looked upon as a mentor in their lives. Sharon talks of her mother and her father in terms of mentors, where they became the role model for the qualities that she would require to be successful in life. She asserts,

I have for a long time thought that my father had quite an influence as to the type of person that I would like to be, although he was not an educated person, he was a farmer...it wasn't that he was some paragon of virtue, he just didn't find any reason to criticize people; people were who they were and that was okay with him.

She continues later,

Another person I could mention is my mother, as she had the work ethic of a demon, and she always felt that the work had to be done before she could sit and enjoy anything, like if we

were going to town the floors had to be done, the dishes done, we walked out of a spotless house, just because that was the way she was. I guess to some extent, I have become that way too.

John describes his relationship with his brother who is thirteen years his senior, as someone he admires. "He was always aware of self improvement things, so he would do the groundwork and kind of pass it along, which I think has helped me considerably." Having someone that he could admire and respect and therefore trust to show him the tools that would be required to succeed in life became instrumental in John's development.

Three of the four retired teachers mentioned the importance the University played in their development as a teacher, giving them the qualities they felt were required in order to experience success in the classroom. Sharon remembers her methods professor as a person who,

Was not demanding, and it didn't seem like she was expecting great things from us, but because she didn't actively demand, you gave the best you could, if that makes sense. She had a sense of humor that was very easy going, and accepting. She

accepted people and was not critical of people...I guess this is how I would like to be.

The professor became a mentor for her at a very important stage in her life, and even though it was for only a brief period, the effects were long lasting.

A similar experience was felt by Peter, as he relates, "Another great thing was with [name], as he was teaching science, and promoting science, and that helped me a lot, and got me into other programs." John echoes this sentiment by saying, "There was lots of support. It was a good time to be teaching, because it was when the University started. You didn't have to go out of town for all your professional development." The relationships may not have been long lasting, but the impact was, as evidenced by the fact that the teachers remembered them years after the support had occurred.

Baum (1992) suggests that,

Effective mentoring requires an intense, emotional relationship, in which the protégé is not only interested in learning about work but also willing to become a new person. The mentor will engage a younger person so intimately because the mentor, too, can and wants to develop, by passing on some

of him-or herself to the next generation (p. 225).

The strong emotional ties that were developed in their family relationships lasted for many years for the retired teachers, and some continue to this day. The short term relationships that occurred with other teachers in their lives may have been just as emotional, but were not long lasting. This does not mean that they were less effective; the individuals that the retired teachers mentioned as mentors in their lives played an important part in their development as a teacher in the classroom. Monaghan (1992) maintains that the mentoring process has its roots in the early apprenticeship programs, where the "old master" passed down the knowledge of the trade. This kind of knowledge helped the retired teachers at particular stages in their lives, and was profound enough for them to be able to recall it many years later.

Apparently the relationships that they have developed during their careers will continue as they look to retired teachers they know for guidance. Peter relates, "I'm very optimistic because all the people I see retired have big smiling faces, they look healthy, and not stressed out, and they look like they are really enjoying life, and they always tell me they are." John continues, "I don't see very

many retired people that are unhappy. You know, even the ones that had some reservations, after they get that first year out of the way, they're always fun." Could it be that the "new" retired teachers have identified mentors for themselves as they enter another stage in their life, and have in fact now become protegés?

B. Teachers as Mentors

How do the retired teachers view their own role as a mentor during their past careers in teaching? John immediately answered this question by commenting on the number of teachers that observed him teach during his first years in the open area school. The concept of a "classroom without walls" was so new that "numerous groups of teachers, I would say dozens every month, sometimes fifteen or twenty people at once during those first three or four years, wandered through the school. So you have to do a lot of planning together, and you get to feeling really good about yourself." The close ties that he developed with the other staff members enabled him to share his experiences as a teacher with not only these colleagues, but with the many teachers who observed his classes.

When Peter ponders his role as a mentor, he thinks quickly of the countless student teachers he has worked with over the years. "They have all of these pressures of exams and assignments, plus the teaching load...and the professor. And it makes you feel good that you have helped them." One experience that he shares involves a colleague on staff that was assigned to teach a Biology option. "She was always coming to me for help; I don't want to say that in a negative way, but she never knew anything about Biology." Being able to work with this teacher was seen as a way to enhance the science program not only for the school, but more importantly for the students. He concludes with pride, "We won the regional science fair you know, for this district!"

Sharon perceives that she often served as a mentor in her relationships with her students. Many of the skills that she passed down in the area of Home Economics are those she knows the students will use for years to come, and they are, "The rewarding parts, the breakthroughs, the understanding that occurs, and of course when the students come back to tell me that they are making their living at sewing." Later, when Sharon returns to the school as a retired teacher she quips, "I am finding the interaction with the

students is almost fun, because I am not responsible for giving them grades, so it is like a grandparent and a grandchild. I am liking that part of it for sure." The pressures to perform "as" a mentor are no longer evident, and she may now "be" one. Just as in a play where the performance of the characters is often criticized and evaluated, our performance in the classroom is constantly under the supervision of students, colleagues, parents and administrators. To be free of that constraint and yet be allowed to continue in your role of mentor could be some of the "fun" the retired teachers are alluding to. As Tierce (1987) comments, "Feelings of usefulness, of being liked and valued, and of companionship are all characteristic needs of human beings and especially older persons" (p.40).

In her role as an administrator, Eileen has had several opportunities to identify the occasions where she has been a mentor for colleagues as well as students. This has resulted in her belief that this role may be "scary" because,

You might be a role model, when in fact I don't always believe that I am a good role model for some things. So they watch me as a model for the wrong reasons, I guess. And it may not be to their advantage. But I guess if it works for them, I suppose then that is alright too. I guess we relate it to teenagers that

might model you as an example for something that morally or ethically might not be a sound feature, and yet I don't think I go around doing things that are inappropriate...You wonder how they will interpret, because it is not only what they see, but how they make sense out of what they see, and that may not be what you intended.

For Eileen, this creates the challenge in her work with teachers and students that makes it so exciting. She continues to view mentorship, "Not like buying groceries or going to the doctor for an answer. It is getting help and getting ideas, and looking at alternatives." Because she is a woman and an administrator she has found more young woman interested in administration coming to her and she would sense that "that is one of the things when they talk to me, they are often interested in one thing, and yet there is no one way or one thing that one does to become an administrator." These matches may be allowed to grow and develop if the mentor is aware of what it is the protégé requires from the relationship. Often the mentor is not aware of this, which may account for Eileen's initial comment about the role being "scary."

Much of the current literature concerned with mentoring discusses this problem of "formal" as opposed to "informal"

mentoring relationships. As mentioned earlier, the informal relationship may occur with mentors often being unaware of the ways in which they are being viewed; unaware that a protégé is choosing them to be a guide. The mentor may have very little say in the selection process and, accordingly, minimal control over how the relationship begins. Once protégés make their intentions known to mentors, the resulting pairs may then mutually establish some guidelines for how the alliance will proceed.

Knowing that these informal relationships have experienced a great deal of success in the past encourages some leaders to formalize the mentoring procedure, as they perceive this to be a positive factor in improving their business or organization. In the field of education, the identification of mentors for intern teachers has received a great deal of attention recently (Daresh, 1992; Littleton, 1992; Monaghan, 1992; Thies-Sprinthall, 1986; Zimpher, 1988). Chao, Walz and Gardner (1992) conclude, "If formal mentorships were more like informal mentorships, their outcomes would be more positive than those from nonmentored counterparts. Motivation to participate in a mentorship would be a primary concern for formal programs" (p. 633). The importance of choice

becomes the paramount concern when establishing a mentorship relationship. Would retired teachers choose to become involved in such a program, and what advantages could they foresee for themselves in being part of such a program? This pivotal perception creates the conflict and tension, just as the second act of a play presents the problems that must be overcome by the key characters if they are to bring the play to a successful conclusion.

Act II

A. Structure vs. Stricture

Our lives are formed by the structures that organize our society. They begin with the family unit, go on to our involvement in religion and education, and expand to include the economic, social, and political structures of the broader society. Teacher's choices of a career result in an acceptance of one life structure that will profoundly influence all the other structures in their lives. They accept certain rules and regulations, written and unwritten, that must be adhered to if they wish to experience career success.

The education setting that the four retired teachers have been a part of during the course of their careers has helped create this structure that has influenced their lives in so many ways; a structure that not only provided the stability required in a person's life to function in a changing world but, even as it did so, it also created a stricture, limiting variance and flexibility. The perceptions that retired teachers have, not only of the structure of the school system, but the stricture that was present, is very important to an understanding of their perceptions of mentoring, now that they are no longer a participant in the school structure.

The rules and controls that formed their stricture in the school have now vanished as they retire; they are now free to establish a new position within the structure, if they so choose, or to establish a new structure for themselves.

Hargreaves and Dawe (1990) contend that teaching is a "moral craft" (p. 234) and much of what a teacher actually is cannot be viewed simply in technical or scientific terms. They state,

To construct imperatives for teacher improvement on the basis of apparently neutral, technical means of scientific procedure is to neglect what is most central to the practice of teaching and what drives many aspiring teachers towards it- its human and moral purpose in forming new lives and creating new generations (p. 236).

If teachers are encouraged to adhere to a set of standards and techniques, they contend, the education bureaucracy will not succeed in changing their behaviors, but will simply "drive them underground" (p. 236) where they will become a resistance force to arise in the future.

From the comments presented by the four retired teachers, it became evident that the structure of the school system had caused them to become suspicious of anyone or anything that would cause

the structure that they had created in their classrooms to change in anyway. The previous comments they made regarding the privacy in teaching, are reiterated in the manner in which they have organized their own structures. Sharon relates, "A classroom needs to be a safe place, even for the older ones, maybe more so for the older ones, because they are more questioning." She describes the environment of her classroom as a "sanctuary" that has enabled her to do all of the things that she has accomplished over the years. "The routine has been my support, I guess" and she questions if this support will vanish once she retires.

Even after retirement, Peter continues to feel a part of the school structure. "I think that we are still not out of the classroom, we're still here, we're still a part of it. After being disciplined for so many years on teaching and methodology and all the rest of it." Eileen viewed the structure of the school as a challenge, and as long as it is seen as such, then a person is not frustrated by it. She relates, "It reduces stress levels as well as gets people thinking they are in control of their lives. I think stress is often related to not having that control."

John also found a great deal of support through the structure

of the school. The students were a large part of this as he quips, "Then of course the kids reward you with their own comments which is really good, and of course that is why you went into this anyway, that and the paycheck and the summer holidays."

This is not to say that John did not feel the stricture that is inherent any time that he was observed by a peer in the classroom. Wood (1990) states that "teaching is an intrinsically difficult activity, fraught with uncertainty and constrained by a whole series of societal, economic and political pressures" (p. 35). These pressures may help account for the number of teachers who quit very early in their careers. The four retired teachers interviewed are examples of those teachers who were able to accommodate to the pressures the structure had created for them. In one sense, the strictures imposed at the beginning of their careers eventually became their security to continue in the classroom.

Peter shares an interesting insight into what he expects from his retirement that actually speaks to how he was feeling about teaching during the final years. "I could start doing construction again, but I want to do it so I enjoy it, not because I have to do it day by day. I don't want to be committed." The strong attachment to the

school, or in fact to any commitment was seen as a stricture that prevented him from what he perceives to be enjoyment. When John reflects on his years in an education setting he relates, "It has been a very good profession for the past few years, but I think it is going to hell in a handbasket in some ways...you know I am old now and I have that feeling because I don't have the same patience with some of these kids." He felt that he was constantly under supervision because of the structure of the school. "They [administrators] don't just come in and sit and watch. They are just playing the game, because they certainly are watching all the time anyways, your strengths and your weaknesses." The school environment in his situation may have physically done away with the walls, but in so doing, created an environment of interdependence amongst the teachers which in itself created a stricture to which they all had to adjust.

The structures not only provided the retired teachers with the security they felt in the classroom, but also the status they needed in order to feel successful in their chosen field. When the lights come up on a production, the characters are shown in full view of the audience, and there is very little opportunity for them to hide.

However, the intensity and color of the light may be controlled by an operator in the lighting booth, allowing the characters some choice as to how they will be seen by the audience. In some small ways, then, they are able to manipulate the audience's perceptions of them. Having this control allows them to maintain their status in the production.

B. Status and Power

Teachers have been trained for success; they maintain a certain status in their classrooms and in the school system as a whole. This status comes into question as they enter retirement, and this questioning becomes an integral part of their perceptions of themselves as mentors for teachers. After years of experiencing success working with students and teachers, it is not very likely that they may want to jeopardize the status they have achieved. The literature and the interviews speak to this concept of status a great deal.

Richardson and Kilty (1991) discuss the importance of status, health, income, and personal relationships as being the key factors involved in how well an individual will adjust to retirement.

Several of the retired teachers addressed this idea of status in their

discussions. Sharon was not comfortable with the problems that this status created, as she stated, "I don't know why we have to be these paragons of good. I don't know if there is another word, [but] if someone sees a flaw, then we are all flawed, there is no virtue left." The pressures to maintain the status of a role model for the students, and indeed the teachers, was a strong motivational force during her 37 years of teaching.

Eileen also sees this as a problem in the teaching profession as she relates, "We want to have our reputation through the years." Because of this, teachers are very careful not to allow the "lights" to be too bright on the stage, in case some of their inadequacies may be shown. As Peter states, "I think we try to protect ourselves. We don't want to look stupid in front of someone else." A safe and trusting environment must be developed if teachers are going to allow others to witness what they are doing. In John's situation, he was able to develop this, and therefore became very safe in the environment that was created, with the support of other staff members. He states, "You get feeling really good about yourself, because people will say, 'Hey that was great, I want to try that.' Or you watch someone and say, 'I like that, how did you do that?' So

that gives you a pretty good image of yourself, [good] self concept."

One comment that reveals the frustrations that teachers may experience as they attempt to maintain their status, and yet continue to work within the stricture of the school was made by Sharon. "Once you are in a routine it is hard to shake it, once you are in a rut...some of us become very jaded, very critical of everything, and find it very difficult to find a positive thing to say about the system." Her concern is shared by all the retired teachers, who do not wish to be seen as too negative. When asked why there is this strong negativity, not only with teachers who are nearing retirement, but teachers in general, one retired teacher suggested that by being negative teachers are able to cover over the weaknesses; in effect they begin to blame the problems on everything else: the students, the school, the parents, the system, anything that will take the responsibility from themselves. If they accept the responsibility for all that is happening in the classroom, then they not only must accept any success that occurs, but any failure as well. Status is not enhanced through failure.

In many ways the struggle to maintain a certain status within the education system and to avoid failure, has prevented the retired

teachers from doing what they were probably best at, creating an exciting learning environment for students. Knowing that they had achieved a certain status, their objective was to maintain that status, and not take risks to alter it in any way. Simonton (1990) notes how society has a stereotypical attitude that the elders of our community lack creativity, and no longer are capable of contributing anything. He contends that senior members can and will be creative if they are allowed to be. By looking at the accomplishments of some of the great composers whose most famous works were completed later in their lives, Simonton provides strong evidence for the encouragement of creativity amongst the senior members of our society.

The retired teachers in this study had established a comfort level during their final years in the school, and were not prepared to put that in jeopardy. Their use of words such as 'threat' and 'violation' to describe the feelings that are evident when anyone happened to view them in their teaching role gives evidence of their strong need to control that part of their lives that has allowed them to feel successful. The relationship this has to their status in the school and the community becomes evident, as Thornton (1992)

notes, "Socially, quality of life concerns are shaped by our sense of community and our ability to influence the social forces and institutions in our lives" (p. 416). The retired teachers know that they have been successful in molding and shaping the lives of students for many years; they are not as confident when it comes to their relationship with society at large.

The question of control is central to the lives of the retired teachers, as is evidenced by the following statements,

There are those people in society that will be dragging you down, [and] dragging society down, and you have to learn to deal with it, you have to learn to cope with this. You have to learn control. (Sharon)

There were some students who would give me a bad time, and then one day I just really got mad, and let them have it, and they responded to that, they were kind of scared, frightened, and after that I was in control. (Peter)

My nature is to be very sarcastic, and this can be very cruel, a very negative thing. It took me a long time to work around that. You get control that way, but that is not always the kind of control you want to have. (John)

It gets people thinking they are in control of their own lives. I think stress is often related to not having that control.

(Eileen)

The stress the retired teachers have been feeling during their

final years of teaching may be a result of a perceived erosion of their power in the classroom. Their sense of control is diminished even further if individuals other than students enter, but even the students may be seen as a threat, as Eileen relates, "They don't say I love you anymore. They say I'll sue you. Sometimes you would think, why did I bother." The control they feel they have in the classroom, the strictures they have created to feel secure in their environment, have begun to erode. At one time they felt that they not only had control in the classroom, but also had control of the lighting operator, the person who was allowing them their freedom in the classroom to work with students. Unfortunately they are now aware that they cannot instruct the lighting booth operator to turn the lights down a little, or to give them a little more amber or blue or green; the operator is running on a different schedule, according to different personal strictures, and there is very little the teacher is able to do to change that. As the sense of being in control erodes, stress and anxiety builds to be sure that the 'right' character is being seen, not necessarily the 'real' character. In a way, the teachers have given themselves totally to the director, and trust the director to make them who they are supposed to be. Unfortunately,

it is not always clear who the director is, and who the teacher should listen to. The frustrations build to retirement.

Hall, George and Rutherford developed the "Stages of Concern Questionnaire" in 1979. In it, they discovered that teachers go through various stages when they are first presented with an innovation. These stages, they found, would result in how effective the change would be in meeting the needs of the students. In 1991, along with Newlove and Hord, they discuss the usefulness of the questionnaire in discovering the concerns that teachers have regarding their role as change agents. They found that any concerns that teachers possess are based on their, "Past history, personality factors, motivations, needs, feelings, education, roles, status, [their] entire psycho-social being in relation to [their] experiences and knowledge shape how [they] perceive and, in our minds, contend with the issues, objects, and problems at hand" (p. 11). Through all of this then, they believe that, "It is the person's perceptions that stimulate concerns, not necessarily the reality of the situation" (p. 12). The perceptions that the retired teachers have of mentorship are a result of the particular stage they are presently experiencing in regards to this innovation in the educational system. The authors

conclude that, "Concerns are natural, healthy phenomena that should not be equated with personality strengths or flaws" (p. 50). The retired teachers have the opportunity to reflect on the impact their involvement in a mentorship program would have, and whether it would be feasible for them to become a participant at this time. From their perceptions to this point, it is clear that they question whether their involvement would be an asset to teachers in the classroom. This is not to say that at some point in the future, they may be able to perceive a role for themselves functioning as mentors for classroom teachers.

Richardson and Kilty believe that, "Retirement offers opportunities for individuals to maintain earlier lifestyle patterns, previous levels of self-esteem, and longstanding values" (p. 152). This return to having some semblance of control in their lives is documented by the teacher's comments of what they are looking forward to in their retirement. Sharon states, "My plans are to make no plans. I'm tired of living to a schedule." When asked about her potential involvement in a mentorship program, Eileen saw the drawbacks to be, "Time...commitment...regularity...I'm not into punching a clock again. I've done that for thirty years and it is time

for other things." Their desire now is to be able to choose which structures and strictures they wish to impose on themselves. At the minimal suggestion that he might become involved in something, John quickly retorted, "This is where I get so say no, right?" Later he continues, "I have to clear out my mind a little bit more." The retired teachers have some concerns about whether or not they will be able to take back the control. As mentioned earlier, Peter relates on his last day of teaching, "I want to do it because I enjoy it, not because I have to do it day by day. I don't want to be committed." The anticipation of being free not only of the strictures, but the structures of the school setting as well, gives Peter a feeling of release. After five months of retirement however, he states, "I don't mind being committed, because I have been doing it all my life. But I do like the freedom right now of not being committed." He requires a structure, but it must be one of his own choosing.

It is interesting to note how quickly the retired teachers reorganized their lives; they took control of their lives, established new structures and in all cases, used their talents to continue to help other people. In addition, each of them made conscious commitments to helping themselves.

Within the first five months, the creative talents of all four retired teachers began to blossom. Sharon became involved in community projects, where she created costumes for the local tourist attraction. She also comments, almost apologetically, that she keeps involved "by volunteering some time at school, which is really nice because I don't have to go if I don't want to, but I can still get the experience of going and knowing that I am accepted there and ummmmm, some people might even look forward to my being there." Helping with the creation of a new library in the school enables Sharon to maintain contact not only with the teachers, but the students as well. She concludes, "I'm available if they need me."

On his last day of school, John questions if he is going to be able to deal with the lack of structure in his life. He states, "I have mixed feelings about this of course, because you spend most of your adult life working, right. And suddenly here you are with all this time, and I don't know if I can be satisfied with just doing hobbies and stuff or not." In October he continues to see the importance of a structure, but it is on his own terms. "I think people are more comfortable with more structure. I would be." His structure has

become his involvement in two major projects: house renovations and organization of a neighborhood watch program consisting of over 200 homes. He comments, "I have been back to the school a couple of times, and I look at them, and they are starting to get that care worn look, and I think, I don't have this. I mean I feel like I have been gone for two years, I mean it is wonderful, it is absolutely wonderful." He is now free of the stricture, but continues within a structure that he controls.

Eileen never stopped for a breath after her final day in the school; she was off to Europe for a biking tour, and returned to teach part-time in a University. With much exuberance she shares, "Your classroom is not your classroom anymore. The world is your classroom. It is going to be great to have that opportunity and that freedom." Structure has always been an important part of Eileen's life, but now that structure is not going to involve the same strictures it had in the past. Having the opportunity to choose what structures she will become involved with will enable her to enjoy the freedom and "flexibility" she has anticipated for several years.

Peter is building a church! He finds that "a person has skills and talents in other areas than teaching, and those can be used in the

community." He enjoys his freedom to be able to choose the activities he will become involved with. "I think the more choices you have the more meaningful your life is. I'm getting involved with photography." His creative abilities have opened new doors for him, and presented him with a new dimension in his life. When asked if he would consider getting involved in a mentorship program for teachers, he jokes, "I'm free! What would happen if I wanted to take a Caribbean cruise?" He definitely enjoys the structures he has established for himself, and is wary of anyone who may want to set up other structures for him.

Hartley (1986) speaks to this concept of choice when teachers develop what they require in the form of professional development. He states, "The strength of personal professional development is that it generates enthusiasm and commitment among teachers who are doing things which they themselves have chosen. Its weakness is that teachers may not be channeling their energy and enthusiasms in directions which seem important...it therefore does not guarantee that the most important needs of the school or the authority are being met" (p. 233). Retiring from teaching brings closure to the teachers' status in a school. In the first interviews in June this

change of status was not a major concern for the retired teachers. However, by the final interview it became evident that this loss of status required an adjustment in their lives that would compensate for this change. The retired teachers therefore must take control of what form their professional development will take. They have shown that they have in abundance the creative abilities and enthusiasm to perform a host of activities. In Act III the resolution of the play occurs; would the retired teachers channel their creative talents into a mentorship program that would involve them in working with teachers in the classroom?

ACT III**A. Retired Teachers' Perceptions**

Question: If school districts were to establish a program that would involve retired teachers serving as mentors for teachers in the classroom, would you be willing to be a member of the program?

Response: Sure, sure...I don't know how much time it would take or what my contribution would be, but... (Sharon)

Possibly, possibly...I am kind of interested. I have reservations about how effective I would be. (John)

I guess you could do that. I don't know how productive it would be. (Eileen)

I'd consider it. (Peter)

The responses above give a clear indication of the ambiguity retired teachers have regarding their roles as mentors in an educational setting. Judging from what has occurred in Act I and Act II, it is not so surprising that the responses are of such character. Why the responses are stated in this manner will now be

the focus of Act III, for as Spradley (1979) advises, "The ethnographer observes behavior, but goes beyond it to inquire about the meaning of that behavior" (p. 6).

The previous two acts have lent understanding to the lives of the retired teachers as they relate to their careers in the classroom. These lives have been shaped by a bureaucracy that has been instrumental in dictating how they are to function when working with students. As mentioned, the structures that were created also presented a stricture that the teachers found confining. Now that they are retired, they no longer wish to continue in any structure that restricts them from having control.

It is quite surprising to discover how much suspicion and doubt the retired teachers have of a system that had given them a secure and structured life. How this attitude has developed over the years is certainly a concern, and may have a great deal to do with the status and control elements that were identified earlier.

The literature questions the use of mentors in a classroom setting if their only purpose is to maintain the status quo, and not bring any change into the environment (Scott & Walker, 1982; Forbes, 1990). The retired teachers in this study have been struggling with

the system during their final years in the schools, and would very likely encourage changes in that system, if at all possible. They may not know how these changes could occur, but may be able to help others to identify the changes that would benefit the school system. This requires a change in their perceptions of where teachers go to gain the support for any innovations they wish to make in their teaching.

When asked where they received support over the years for their classroom teaching, the retirees immediately alluded to conferences, or books, or the University. It took some time for them to eventually mention the human resources that were available for support. This concurs with what Bumbarger, Nixon and Seger (1987) found in their study of Alberta teachers, as they relate, "There was some agreement that principals had 'too much power' which was not always used wisely. Teachers looked to the school administrators for support, but too often they were told only when they had done a bad job." Sharon states, "I guess I was stubborn enough not to admit defeat, and if I had gone to someone else for support, that would be admitting [that things were] beyond my control."

The peer coaching and collegiality trends of the 1980's were

met with suspicion by many teachers. It was hoped that initiatives that engaged teachers in mutual assistance might help alleviate isolation. However, as Peter states, the isolation continued as he felt "people were afraid to share, because they thought the material wasn't good enough, or the material wasn't up to a standard." Smyth (1991) has his own idea of why the drive to have teachers working closer together did not work.

If collegiality is, in fact, being used as a managerial tool in the guise of a professional development process to coerce teachers into doing the bland work of economic restructuring, then we should not be altogether surprised if the majority of teachers shun the process and adopt ways of effectively neutralizing it (p. 342).

The retired teachers have certainly made it clear that they did not want to share the control they had in the classroom with anyone.

The intimate relationship that is developed between the students and the teacher may be likened to the relationship that grows between a mentor and a protégé. On one level, retired teachers have been performing as mentors for their students throughout their careers, without actually applying the term 'mentor' to their role. Daloz (1986) states,

As teachers we recognize that we are channels through which information flows, configuring itself into certain patterns they may name 'knowledge.' When the time comes, we must have the wisdom to release our hold on both the knowledge and our students (p. 232).

Each year the teachers have been trained to pass their students on to the next grade level to allow them to learn and grow from the next teacher. Seldom do the students return to their former teacher, as their needs have been met, and it will be up to the new teacher to fulfill the next set of needs. Each fall, teachers begin again to work with a new set of students, fulfilling what it is they have been trained to do: to teach, to guide, to help other people discover their true potential. The cycle continues year after year, to the point where it becomes second nature to the teacher to help others. To institutionalize the procedure of teachers serving as mentors for classroom teachers would not necessarily bring great changes to a role that has already been established by them in their work with students.

However, certain conditions would certainly need to be established so that they could move into a newly created "position"

in the educational system while retaining much of the freedom they now enjoy.

Examples of how they see a mentor relationship occurring were numerous. Eileen shares the following:

I would think that some of the people I have worked with, quite a bit younger than I, still keep contact even though it is not a formally stated mentorship. When we sit and discuss ideas and talk about the world in general and the school in specifics, my need is the notion of the continued friendship and to keep current with what is happening...

I think when people ask it is because they have some trust in you and think you might have some alternatives...if they want to continue asking for assistance and someone to bounce ideas off of, then I guess I serve that purpose.

Sharon has also found occasion to reflect on mentoring relationships that have already begun, and are likely to continue. She cautions that "the protégé could become resentful of a mentor who was overpowering, or over-whelming, which would give no advantage to the working together; it would be disruptive." As with Eileen, these mentoring relationships must have an advantage for the retired teacher as well as the classroom teacher. Sharon continues, "I have been going back to the school and I am deriving benefits from the

contact with the teachers." It is important to note Zey's (1991) contention that "not only does the mentor and the protégé benefit from the relationship, but the school as well" (xi). The rejuvenation the teachers receive from their contact with the retired teachers may well be passed on to the students in the classroom.

Peter also speaks of this rejuvenation, as he compares the mentoring relationship with what he has experienced as a teacher associate with student teachers. "They regenerate you, give you new ideas, and get some enthusiasm going." In the end he believes that you then have a feeling "that you are useful, that you are benefitting society, and in turn you are benefitting yourself."

In the space of five minutes of conversation, John contributed numerous descriptive words to articulate what he could see as the advantages of a mentoring program. He begins with, "It is people you admire...a role model...someone you respect...someone who makes you look at positive things, and some negative things too...and a sense of humor for me, I couldn't get through the day without it!" The belief that the relationship must have a great deal of trust is shown in his statement, "I suspect that if teachers are open enough about themselves, and honest enough, and perceptive enough to seek this

sort of relationship, that there would probably be benefits for them." He is concerned with the present state of the education system in Alberta, and feels "it is going to be tough on teachers emotionally and professionally." A mentorship program may be the answer for these teachers. Levinson (1978) states, "The most crucial function of a mentor is to support and facilitate the realization of the dream" (p. 98). It is certainly too early to ascertain whether the four retired teachers have achieved their 'dream', but it is clear that they would be willing to continue to help others work towards their own, if the correct circumstances allowed this to happen. The epilogue will bring the play to its logical conclusion, and describe what the retired teachers perceive these circumstances to be.

Hunt (1990) performed a study to identify four major benefits that mentors receive from a mentoring relationship. They are: the recognition or praise they receive, the rejuvenation they feel, the knowledge they gain, and the friendship they realize. He concludes that there must be advantages for both the mentor and the protégé for a relationship to be successful. Murray (1991) also concludes that "senior people who participate as mentors can rethink their philosophies and methods, benefit from the fresh ideas of the

protegés, and see their own styles emulated in the organization" (p. 35). In harmony with much of the literature, the retired teachers tentatively support the concept of developing a mentorship program. Would society at large be prepared to support such a venture?

B. Perceptions of Western Society.

"Western society is the only society where younger people presume to tell their elders how to age and what is suitable for them to do" (Secouler, 1992, p. 207)

Our population is aging; as the "baby boomers" of the 1940's and 1950's begin the transition from the work force to retirement, it is important that the right conditions exist to make this change as positive an experience as possible. Society cannot afford economically to deal with the problems that could be created by a large group of unhappy, unsettled individuals disaffected with retirement. Bumbarger et.al. (1989) discovered that difficulties were happening with teachers retiring even before the retirement occurred; teachers felt that they were no longer required in the system, and the only alternative was to take early retirement. Having few opportunities to alter their teaching load or to explore adaptive situations resulted in older teachers having a feeling of

separateness, which in turn gave way to the decision to leave teaching.

Lamenting the fact that more teachers at the retirement stage are being encouraged to leave the profession because younger teachers cost less, Ryan and Kohol (1990) state, "This exodus means the school, over a very short period of time, will lose a great deal of its collective expertise" (p. 59). "Older teachers represent a great resource to the schools and the profession, a resource that currently is poorly used" (p. 72). Kaplan (1991) agrees with this position and holds that if the trend continues where younger teachers are encouraged to replace the senior teachers, that a confrontation between the two generations may result. Only by having younger and older teachers working together, Kaplan believes, will the problems schools are facing be solved. Building on the collective expertise of each generation should serve to enhance the learning environment for the students.

Society and the school system begins to marginalize the work of teachers as they near retirement. Evidence of this is seen in the comments the retired teachers share about their impending retirement. When John speaks of the student teachers he has worked

with his comments, "You just get a gut reaction that most of these people would be really good, if they could just get a job; if they could get people like me to retire." His 'gut' reaction to a continued presence in the school is that he is taking the place of a young, new, energetic teacher, that may have so much more to offer.

Eileen relates, "Years ago I don't remember teaching being so difficult. You weren't questioned near as much as you are now." The students and the parents in particular were singled out as the difficult elements within the school system that did not create a positive challenge for teachers near retirement. When pressured to do more and more, Eileen became resentful, as she relates, "I worked really hard, and I wasn't prepared to give more of my life doing that, because it was so thankless." The positive support and encouragement to continue teaching in the school was not evident.

When asked if he would want anything if he became involved serving as a mentor in the school, Peter remarked, "Maybe just some recognition, that is about all the people would want. That is all I would want; maybe some thankyou's." The pressures to retire that were felt by all these teachers resulted in a feeling that they were no longer appreciated or needed in the school; they were no longer

important. As Sharon observed, "When I first started, teachers were respected more, they were important." Sharon feels marginalized by the very people that she has helped for so many years.

Hunt (1990) alludes to similar feelings of frustration that may develop in mentoring relationships. "Mentors may feel frustrated at not being able to pass on their years of accumulated knowledge and experience if they are not given the opportunities to do so" (p. 133). Even if the students and the parents no longer wish to benefit from the services of teachers who are nearing retirement, perhaps there are teachers on staff who still may profit from their expertise. Do the teachers in this study believe that is possible?

Even though the retired teachers have a sense of being marginalized by the system and frustrated with their experiences in the schools, if the opportunity is given, they will continue to help people. This could be in a school setting, formalized or informal. Habits and skills developed over years of supporting students and teachers and parents do not suddenly disappear once a person is retired. As Hale (1990) so wisely states, "Older workers are first and foremost people who love, grow, fail, experience joy and loss, and accept or deny their own aging, defying or living out negative

stereotypes of their behavior" (p. 37). Their contribution to the school system could be enormous, and should not be over-looked.

Epilogue

The curtain falls, the characters return to the dressing room to remove their makeup and costumes, while one lone individual stands in a single spotlight and presents the epilogue to the play; an attempt to summarize what has transpired and bring some new meaning to the audience. Hopefully, then, the audience will be able to take this new found knowledge and experience with them, and share it with others. The retired teachers have given the performance of their lives and are now removing the years of wearing the 'teacher' costume and replacing it with something 'new'. What fabric this new costume will consist of is not certain, but it is clear that their past roles and past costumes will have a profound effect on the shape and style of their new creation.

The retired teachers' perceptions of their roles as mentors has been formulated over the many years they have taught in the school systems. These perceptions are closely tied to how they saw their roles as teachers in the classroom. With the term 'mentorship' being relatively new for all of them, it was quickly seen in terms of 'role model' and 'guide' and 'support.' The qualities of a mentor were similar to the qualities of a teacher, and therefore were easily

identified with. Whether it would be possible for retired teachers to serve as mentors in the classroom for other teachers was an interesting concept that challenged their perceptions of their continued role in the schools. Just when they thought it was going to be safe to remove their costume and return to a life of 'normalcy', the audience asked for an encore performance.

The retired teachers are on their own. They alone may choose to do the encore performance or not. The director is no longer in control, they are. This freedom to choose allows them the opportunity once again to establish new directions in their lives. Whether this involves a continued presence in the school will depend on several factors. There are clear indications both in the literature and the interviews of what these factors are.

Mentorship works! Having someone support you in your endeavors and encourage you to succeed enables you to experience growth in your profession. As mentioned in numerous parts of this document, this support by the retired teachers would be in the form of true mentorship, where individuals present themselves as guides, to listen to teachers, and encourage them to seek answers to the questions that are posing challenges in their lives.

Stott (1992) comments, "Mentors therefore encourage mentees to expose weaknesses and take risks when learning" (p. 154). The retired teachers, particularly during their final years of teaching, had stopped taking risks in part because of the lack of support they were receiving. They knew, however, how important this support was as they developed in their careers, but found it was lacking in the later stages. Steffy (1989) discusses the importance of teachers being comfortable enough in their school setting to want to continually renew their career aspirations, and accept change and innovations. However, she states, "To change, to take the chance of failure, a support system must be present. That is the function of the school administration" (p. 96).

It is quite clear that the administration experienced by the retired teachers was not able to give the kind of support that is required by teachers. As Eileen relates, "... we are so tied in to the nine-to-whatever routine, that it turns out to be from 6 a.m. to 10 p.m., and it is regular and it is everyday and very demanding. ...You are never done." In her role as principal, the demands of keeping up with all that was required, left very little time for observing teachers in their classrooms, and discussing their teaching with

them. Now that she is retired, she may be more interested in doing that sort of thing. When asked if she would consider teaching for half time and then serving as a mentor for teachers for the other half, she replied, "Now that would be neat!" Making the transition from full time teacher to retired teacher could possibly be made smoother by allowing certain teachers to teach half time and serve as mentors for other teachers.

The importance of a mentorship program is also documented in the literature. Wilson states, "Mentors are in a good position to spot talent which might not otherwise be noticed and to aid in the development of this talent" (p. 90). Retired teachers would be able to identify the strengths that teachers had, and give them the encouragement needed to use their talents to enhance not only their classrooms, but the school as well. Daresh (1992) continues, "In the future, we hope to see mentorship serve as the foundation for ongoing in-service education programs for more experienced head-teachers as well. It is in this way that the full potential of effective professional development will be realized" (p. 15). Mentoring may not be limited only to classroom teachers, but may include principals as well. To be sure, they require a support system

and a guide just as much as classroom teachers do.

The retired teachers questioned their own effectiveness in helping other teachers to achieve success in their classrooms. Their collective beliefs that they have little to offer may be an even clearer indication that teachers do need a support system to encourage their growth and development. The support system that teachers find early in their careers may be just as important in their final years. In its absence, conditions of isolation, retreat, and concern will not change. There is always more to learn, as Peter states, "I maintain that you never stop learning until you are dead. That is what makes the human being unique."

The retired teachers confirmed a caution that appears frequently in the literature, that mentoring programs should not be viewed as the answer to all the problems that schools are encountering. It is important to realize that mentoring is simply one more component that may aid in the professional growth of an individual. Accordingly, formal programs to establish guidelines for mentorship development need to be planned carefully. As Baum (1992) states, "Formal programs may facilitate mentoring, but they cannot lead to maturity and independence in new workers without

allowing them emotional space for development. An organization that nurtured mentoring would be quite an innovation" (p. 242). The retired teachers mentioned numerous individuals who served as mentors for them at important stages in their lives. Now may be the time to begin a program that would formalize a way for teachers in the classroom to benefit from the experiences of retired teachers.

Peter relates, "There is a lot to be offered by these old people...a big source of wealth that we are not tapping." The wealth of experience the retired teachers have gained over the years will not be lost, but channelled into new directions. To fully formalize a mentorship program may present too much of a stricture for some retired teachers, and may cause them to refrain from becoming involved in it. However, the informal mentoring that is already happening will continue to happen, and may even expand if teachers in the classroom knew that such opportunities existed.

The retired teachers in this study were interviewed on their final day in the school, and then once again in October and December, 1993. The stage in their life that they had entered may be equated to what Steffy calls the "Exit" stage (p. 121) and may have positive or negative dimensions, depending on the attitudes and circumstances

under which the retirement is taking place. She states, "One's approach to life is far more related to behavior and attitude, than whether the individual is categorized as employed or retired" (p. 140). It is difficult to know what effect being involved in this study had on the teachers as they entered a new stage in their life, but certainly having someone from 'outside' their normal circle of colleagues asking questions about their past careers as teachers seems to have influenced how they may see their future roles in a classroom setting.

Steffy concludes, "The vast majority of teachers who retire from the system take with them a wealth of knowledge that can go unused, unrecognized, and unrewarded" (p. 130). Recognition of this fact by the teachers that remain in the system, the administrators, the parents, and the society at large would have to be an important part of developing a mentorship program in the school. The aforementioned groups of individuals have collectively been the directors for the retired teachers; the people who were controlling the lights and, in effect, defining who the retired teachers were in the classroom and in the school. Whether retired teachers would want to return to help these very people who have imposed

strictures upon them for much of their teaching careers and, in essence, become mentors for them, is the final question.

Jon Secada and Miguel A. Morejon developed the lyrics and music for a song entitled "I'm Free" (Appendix F). One portion of the lyrics states, "Sometimes I am blinded by my feelings and I can't see beyond my troubled mind, afraid of what I'll find, the story of our lives, but there's tomorrow cause I'm free." The retired teachers in this study, as well as much of the literature on mentorship, professional development and retirement, focus a great deal on the theme of "being free to choose." The very young seem to have too many choices, but as each decision in life is made, the number of choices is narrowed considerably. The final years in teachers' careers allows for few choices to be made, as the teachers themselves have developed a sense of sanctuary that they do not wish to put in jeopardy. Some of the exhilaration that the retired teachers are presently experiencing because they are now free to choose which structures and strictures they wish to be a part of, is evidenced by the statements they have presented, as well as their continued involvement in community activities.

The lyrics continue, "Do you need a friend right now in the road

that you're going to? If you get lost just call me, I'll be there...cause though I may not have the answers, at least I know what I'm looking for." The retired teachers have performed as mentors all their teaching careers; they have guided, directed, supported, and encouraged students in many different settings. Giving them the formal title of 'mentor' may not create anything new for them, but it could help them identify what they have been doing all along. Whether or not they would want to formalize their position in a school as a mentor would have to be their choice. Some would, and some would choose to use their talents in another area. The important conclusions of this study confirm that it is happening already; that it is possible; and that retired teachers perceive they could be effective in helping teachers in the classroom if they choose to be.

Marc Freedman (1993) recently completed a text in which he describes the work being done in centers in the United States that involves adults working with at risk youth as mentors. In his final chapter he states, "Mentoring enables us to participate in the essential but unfinished drama of reinventing community, while reaffirming that there is an important role for each of us in it" (p.

141). Society has grown accustomed to the term 'retired teacher', but has no such facility with the use of the term 'retired mentor'. Even though their formalized role in society may have concluded, retired teachers continue to perform as important members in communities that benefit from their expertise. While their skills may serve them well in numerous activities, their lives have been devoted to students and, by helping teachers, they may in fact continue to support and encourage the development of effective learning environments for future generations. With successive generations working together, a stronger and more cohesive community can result and, ultimately, society as a whole can benefit.

Finally, as this document began with reference to the aboriginal cultures of our society and the high regard in which they hold their elders, it may be appropriate to conclude with a statement by Peter Knudtson and David Suzuki (1992) from their text, Wisdom of the Elders,

In science and in Native societies genuine wisdom is attributed to those with the capacity to feel, to exhibit compassion and generosity toward others, and to develop intimate, insightful, and empathetic relationships not just

with fellow human beings but, in some sense, with the entire membership of the natural world (p. 180).

The four retired teachers in this study displayed these qualities. If asked to serve as mentors for classroom teachers, they would, although it would be on their terms and on their schedule. They have now become the directors of their plays, and control all aspects of the production. All good plays must have a cast of characters, and whether or not that cast will consist of teachers in the classroom will be the retired teachers' choice. It is apparent from their discussions that they have worn the 'costume' of the teacher for many years, and they would find some comfort remaining in that costume to support classroom teachers in their education endeavors.

Ultimately there are two choices to be made. The retired teachers must see the advantages of working with classroom teachers, and classroom teachers must realize that retired teachers have something to offer them. This study did not address the perceptions of classroom teachers, and discovering that may be the next stage in the development of a program. From the perceptions of the four retired teachers in this study, it is clear that a support system is necessary for teachers in the classroom. The great

freedom that the retired teachers felt during their first five months away from the school setting gives evidence of how much they may have benefitted if they had had more of a support system during their final years of teaching. They may now be that support system for other teachers. By choosing to do so, they might enhance their status as professionals even in retirement. Clearly it is one other way, heretofore relatively unexplored, in which they may continue to make valuable contributions to their community and former profession.

APPENDIX

A. Methodology

i. Ethnographical Research

Ethnography has its roots in the social sciences, and in particular anthropology. Goetz and Le Compte (1984) identify the numerous areas that ethnography has utilized, and describe the growth and development of this research paradigm. The process of ethnography involves:

1. eliciting phenomenological data
2. the use of research strategies that are empirical and naturalistic
3. research that takes into account the whole picture
4. eclecticism, using numerous research techniques

The authors state, "They (educational ethnographers) document the lives of individual teachers, students, and administrators for unique and common patterns of experience, outlook, and response" (p. 31). The close ties that develop between the researcher and the subjects may cause the information to be too subjective. This will be a limitation in my study.

However, by using ethnographic research tools in this study, I may be able to come to a richer, deeper understanding of the career aspirations of educators who no longer are actively involved in the classroom setting.

The interview process will center on this transition period and how successful it is. Taft (1988) states:

Ethnographic research consists essentially of a description of events that occur within the life of a group, with special regard to the social structures and the behavior of the individuals with respect to their group membership, and an interpretation of the meaning of these for the culture of the group (p. 59).

Spradley (1979) believes that successful ethnographers must have the opportunity to understand the culture they are studying if they intend to translate this culture for others. The use of language is central to any culture, and the ethnographer's duty is to interpret that language from the point of view of the people who use it. This of course will be difficult if the researcher does not spend a great deal of time within the culture to truly understand the language that is being used.

Having been a member of the teaching profession for 20 years, I feel I have gained an understanding of the language and culture of teachers, and will be able to discuss teaching with the retired teachers in a language that is common to all of us. The challenge will be to elicit information from the retired teachers that will truly reflect what their perceptions are about working as mentors for other teachers.

The process of gaining this information will involve two interviews, the first to be held on the last day of school for the retired teacher, and the second early in October, after all of their colleagues have returned to the classroom, and they begin a new stage in their

lives. The first interview (sample questions may be found on p.81) will begin with what Spradley refers to as "Grand Tour" questions to allow the retired teachers time to think and reflect about what has happened in their past teaching career, and eventually narrow the discussion to the field of professional development and what role it may take in the future.

The second interview will focus more on the development of a mentorship program involving retired teachers. The summer months will give the informants time to consider what we discussed in the first interview and allow them to share their new perceptions of what role they may have in the education system in their retirement years. The informants will be given a copy of this proposal, as well as a transcript of the first interview to read before the second interview. Also, the questions for the second interview will be presented to them at least a week before the interview occurs.

Upon completion of this second interview, it is my intention to survey the data for common themes that correlate with the literature review. In this way I intend to keep away from what John Van Maanen (1988) describes as the "Confessional Tales" type of ethnography and relate more to the discovery of a culture, or stage of career, that the retired teachers have entered. Ultimately, the question to be answered will be whether or not this new culture that the retired teachers have become a member of is alien to the culture they have been a member of for so many years.

ii. Selection of Subjects

Four retired educators will be selected to participate in this study. I hope to take into consideration several characteristics that the literature has identified as important for those who work as mentors. Murray (1991) stated clearly that these qualities should consist of:

- strong interpersonal skills
- organizational knowledge
- exemplary supervisory skills
- technical competence
- personal power and charisma
- status and prestige
- willingness to be responsible for someone else's growth
- ability to share credit
- patience and risk taking (p. 107)

The literature concerned with retirement shows how those individuals who do retire can develop an attitude and belief that their expertise is no longer needed in a world that is experiencing rapid change. Just as Noe (1988) identified how women in our society have been marginalized by the attitudes and beliefs of a culture that holds the males as superior and dominant, so too are senior adults marginalized by a culture that does not accept them as important contributors to our society. Therefore I feel that it is important that I am acquainted with these educators in the hope that they will feel comfortable in sharing what they believe could work in a program of mentorship. This trust is essential to elicit sound data.

Steffy (1989) discusses the stages that teachers experience

during their careers. I believe it is important that I choose teachers that are in similar stages. Fortunately this study may begin with teachers who are retiring on June 30, 1993. It is my intention to choose four teachers who will be completing their formal teaching careers on that day.

The sample will be made up of two males and two females in an attempt to seek gender balance in responses. The perceptions of their careers and their thoughts about continuing in the field of education may bring to the surface gender specific issues that warrant further investigation.

Ultimately, the teachers chosen should also be from various teaching backgrounds, including subject areas, responsibilities, and locations in Southern Alberta. At least that degree of diversity offers the hope of richer insights.

The first interview will occur in the teacher's classroom, to provide the safe, secure environment that is mentioned in much of the literature. (c.f. Van Maanen, 1988; Mishler, 1986). The second interview will occur in October, 1993 after the retired teachers have had an opportunity to consider what we have discussed, and begin to formulate some conclusions about the possibilities of developing a mentorship program for retired teachers. This interview will be important as the teachers will no longer be in their school environment.

An application to
The Faculty of Education, University of Lethbridge,
Human Subject Research Committee

Submitted by

Neil Boyden, Masters of Education Student,

For completion of a 4 credit project entitled

**"The Utilization of Retired Teachers to work as Mentors
for Classroom Teachers"**

March 22, 1993

Title of Study: The Utilization of Retired Teachers to work as Mentors for Classroom Teachers.

Supervisor: Dr. David Townsend

Official Designation: 4 credit project to complete a Masters of Education Degree from the University of Lethbridge

Duration of Project: Interviews to be conducted during the last part of June and the first part of Sept. 1993.
Compilation of data and results to be completed by Oct. 1, 1993

Subjects to be

Interviewed: Four retired educators from Southern Alberta schools

Background of Study: As a Junior High School teacher of 18 years, and now working with University undergraduate students who wish to become teachers, I have found a tremendous need for a support structure for classroom teachers in our schools. The courses I have completed in the Masters of Education program here at the University of Lethbridge have given me the opportunity to discover the importance of continuous learning, and yet not everyone has the chance to "escape" from the classroom, and rebuild their knowledge base. Research has shown as well that a one or two day workshop is not as effective as actually working with teachers in the environment in which they teach. Dr. Keith Acheson from the University of Oregon was here last summer, and impressed me a great deal with his programs dealing with Peer Consultation and collaboration amongst teachers. In all of these programs the largest stumbling block seemed to be the amount of time any one person was able to give to the project. It became apparent to me that we have a certain segment of our society that may have a great deal of time and expertise that we are not utilizing to its full advantage; retired teachers.

Purpose of Study: In my study I hope to discover the feasibility of retired teachers working as mentors for teachers in the classroom. I have encountered a great deal of literature that deals with mentorship, and how important this function has become in the past few years, not only in Education, but in the business world as well. The literature centers more on teachers and administrators working with first year teachers however, and little mention is made of retired teachers returning to work as mentors in the classroom.

Along with the information I have gathered dealing with mentorship, I intend to investigate the literature dealing with the retirement

process, as well as the innovations that are currently occurring in teacher professional development. With this literature foundation to build on, I anticipate it will be the interviews with the four retired educators that will bring the 3 elements together. Through the interview process, then, I hope to identify the strengths and weaknesses of establishing a program of mentorship with retired teachers in school classrooms.

If the program is seen as viable, the next logical step would be to attempt to "sell" the concept to School Boards in Southern Alberta. The use of a video-tape to explain this process to the members of School Boards would be most beneficial.

In my work with teacher educators in Southern Alberta, I have seen the need for a strong support system that gives them the strength and stability that is needed to be successful in our schools today. I have also observed the number of retired teachers that would enjoy taking on an active role in our education system after they retire, but there is little opportunity for this. If it is possible that these two groups may be able to meet, for mutual support and growth, the ultimate benefits may not only be for themselves, but for the students in the classroom as well.

Release Form

I heartily endorse Mr. Neil Boyden to present the video entitled "Retired Teachers in Today's Schools" to those audiences that have a vested interest in the creation of Professional Development programs for classroom teachers. It is understood that No monetary gain will be realized by Mr. Boyden from the group viewing the video.

Name _____
Signature _____
Date _____

1993 03 12

Dear Retired Educator:

I am conducting a study to investigate the possibilities of utilizing retired teachers as mentors for teachers in the classroom. From this research I hope to be able to identify the benefits and problems that such a program may entail. Your participation may help to establish such a program in the Lethbridge area if we discover that it is a worthwhile and important venture.

As part of this research I envisage your participation to involve three steps:

1. A tape recorded discussion involving myself and you, centering on such issues as retirement, mentoring, professional development, and the teaching profession.
2. Reading key articles that discuss these issues in education.
3. Final interview to discuss the positive and negative aspects of developing a mentorship program involving retired teachers working with classroom teachers. This interview would be video-taped, and portions of it shown only with your permission. The video would be used to encourage school boards to develop a mentorship program for retired teachers.

My intention is to conduct the interviews with four retired teachers at the end of June, and once again during the first part of September. Your responses may be quoted directly or summarized in the final report. Further, names, locations and any other identifying information will not be included in any discussion of the results unless your permission is given. You also have the right to withdraw from the study at any time.

If you choose to participate in this study, please fill in the form at the bottom of this letter, and return it to me at the above address.

I appreciate your assistance in this study. If you have any questions please feel free to call me at 329-2463 (work) or 329-0242 (home). Also you may contact my supervisor, Dr. David Townsend at 329-2731 or any member of the Faculty of Education Human Subject Research Committee if you wish additional information. The chairperson of the committee is Dr. Jane O'Dea, 329-2458.

Yours sincerely,

Neil Boyden
Faculty of Education
(329-2463)

Utilization of Retired Teachers as Mentors for Teachers

I hereby give my consent to participate in this study, as conducted by Neil Boyden as part of his Masters of Education program at the University of Lethbridge.

Name _____

Signature _____

Date _____

**Information to be documented
during the first interview
with the retired teacher**

- I. Demographics
 - A. Education and Background
 - 1. Primary and Secondary School
 - 2. College and University
 - 3. Workshops, Seminars
 - 4. Travel
 - B. Teaching Experience
 - 1. Number of years
 - 2. Levels, subjects instructed
 - 3. Administration
 - 4. Other teaching responsibilities
i.e. extra-curricular activities
 - 5. Disruptions
 - C. Community Involvement
 - 1. Clubs and organizations
 - i. local
 - ii. regional
 - iii. national
 - 2. Professional organizations, specialist councils
 - i. Journals subscribed to
 - D. Awards, recognition, achievements
- II. Philosophy of Education
 - A. Successes experienced in education
 - 1. With students
 - 2. With colleagues
 - 3. In professional development

B. Problems perceived through the years in Education

1. With students
2. With colleagues
3. With the educational structure

C. Patterns you have noticed in education

1. In content
2. In structure
3. In style of teaching

III. Goals of Education

- A. When you first began
- B. Growth and development and changes
- C. Changes in motivation from first year of teaching to now

IV. Career Aspirations

- A. First ten years of teaching
- B. Mid career
- C. Final years involved with education

V. Questions

- A. People have been asking you.
- B. You have been reflecting on.

**Information to be documented
during the second interview
after reading articles on
mentoring, aging and
professional development**

- I. Background of mentorship
 - A. Mentors in your life
 - B. Qualities of mentors
 - C. Examples of mentors in schools
 - i. Mentorship vs evaluation
- II. Retired Teachers as mentors
 - A. Benefits that may be realized
 - B. Drawbacks to the program
 - C. Qualities required for mentor teachers
- III. Problems associated with establishing a mentorship program in the schools
 - A. Time, length of program
 - B. Resources, monetary, physical
 - C. Selection of teachers to be mentored
 - i. who chooses
 - D. Skills vs content in teacher development
- IV. Training for mentors
 - A. University programs
 - B. Workshops
- V. Conclusions
 - A. Should we develop a mentorship program utilizing retired teachers as mentors for classroom teachers?
 - B. Are you willing to be a member in this program?

B. Mentoring

In the past ten years there has been considerable growth in the amount of literature that deals with the subject of mentoring. In the ERIC Database in 1978 there were only 10 references to mentorship, while in 1988 there were 94 (Jacobi, 1991). With the term used in so many situations, it has taken on different meanings according to the conditions and locations in which it is used. Entire conferences have focussed on the development of mentorship programs, and professional organizations have been established to help individuals and institutions create their own mentor/protegé relationships. With the range of information available, it is difficult to know where to begin, knowing that little attention has been given to retired teachers working in a mentorship role.

Jacobi (1991) summarizes the numerous definitions of mentorship that have been circulating ever since Levinson, Darrow, Klein, Levinson and McKee used the term in their text Seasons of a Man's Life (1978). An attempt is made to show how management and psychology have used the term "mentor" in their fields of study, and a chart listing the definitions and their authorship is helpful in showing the numerous aspects of mentorship (p. 509). In conclusion, Jacobi actually asks more questions than she answers. She shows the need for more research in the area of mentorship, and reveals how difficult it is to create reliable research that will answer the perplexing questions about the benefits derived from mentorship relationships.

Furthermore, she demonstrates how in fact mentor relationships grow and develop positively.

Ron Tinney (1993), the director of Professional Studies at the University of Victoria, identifies five major roles that a mentor performs. The first of these, that of being a role model/trainer for the protégé, is supported in much of the literature [c.f. Blackwell 1989, Kram 1985, Levinson 1978, and Phillips-Jones 1983]. The role of trainer does not mean that they have to be all knowing and all powerful, but rather that they are learners as well. While this is not always the case with the mentorship programs that are established in the business world (Zey, 1991), in education it is considered an important step in the development of the mentor-protégé relationship.

Tinney (1993) continues with four other major roles for the mentor: demonstrator, image defender, friend, colleague, and receptor of new ideas. In each of these, central to the role of the mentor is the belief that individuals continue to learn and grow by asking questions. Accordingly, a constant challenge for both protégé and mentor is to ask the right questions at the right time.

The literature blossoms in content when the issue of who should be a mentor is addressed. Levinson (1978) feels the age difference between the mentor and the protégé is crucial to the success of the relationship, and suggests there should be between 8 to 15 years separation in age.

The qualities that a mentor should possess are discussed a great deal, and summarized by Zimpher and Rieger (1988), who propose:

Districts should establish selection criteria that:

- a) present a local definition of teacher expertise, including competence in the classroom and years of experience,
- b) indicate commitment to the role, perhaps through a past history of professional involvement....
- c) reveal personal power, self-confidence, and ability to model integrity and empathy in relationships with other teachers; and
- d) demonstrate expertise in the role (p. 180).

Littleton, Tally-Foos and Wolover (1992) also list the important roles of the mentor, and the relationship that must be established to encourage a new type of professional development for teachers. Even though they focus, as so much of the literature does, on the mentoring of first year teachers, they do comment on the possibility of mentors working with other teachers. They caution, however, that "teachers needing assistance should ask for mentors and not have mentors assigned by the administration" (p. 174). The importance of choice appears consistently in the literature.

Lois Thies-Sprinthall (1986) found fault with the lack of preparation of teachers to work as mentors. Many programs were begun with little thought given to organization and theory. Thies-

Sprinthall believes that an extensive program would have to be developed to train teachers to perform this new role of mentor. This may not be easy, as she states, "with mainstreaming, increasing amounts of cultural diversity, and increased educational aspirations, [that] teaching is more complex than ever" (p. 19). She concludes, however, that "In concert with the general improvement in working conditions, a model for mentor training could become a basis for system change" (p. 19). This in fact has occurred in some particular locations in the United States, and more school systems are developing mentorship programs, as is evidenced by the expansion of information and studies documented in ERIC.

Scott and Walker (1982) address the problems inherent in choosing mentors who will merely maintain the status quo and do little to bring about change in a system that is experiencing a great deal of renewal. It is hoped that mentors be aware of and open to experimentation and innovation in education, with a willingness to allow changes to occur. If the concept of mentor is to be that of a person who is all knowing and all powerful, then the result will simply be the dominance of the protégé by the mentor. If, however, the mentor is characterized as one who encourages growth and development of the protégé through questioning and reflecting on his/her own practice, a different relationship will form and different outcomes can be anticipated.

Kipling D. Forbes (1990) is concerned that mentoring might

merely be another form of "cloning," and suggests that "good" mentoring would not allow this result. Drawing on the theories of human development proposed by Hegel, Forbes clarifies the importance for the protégés to possess the capacity to look objectively at themselves and identify their own needs. It is then possible for the protégés to view the modeling of the mentor, not as an end in itself, nor a goal to be attained, but as an opportunity to view themselves in a different perspective, and to identify and build upon the positive attributes that they possess.

Forbes (1990) concludes by stating, "The only definite value with which the mentor can safely operate, therefore, is the value which insists on discovering goals and values most congenial to the protégé" (p. 90). Answers may be demanded from the mentor, but if given, these answers will often come through as "expert" opinion, and may not have a lasting impression. Thus, for Forbes, the ultimate learning relationship between protégés and mentors will result when a trusting, collegial relationship is established in which protégés may discover for themselves what it means to be an effective teacher.

If this is the case, the literature that concerns itself with the gender issues of mentoring needs to be addressed. Forbes (1990) suggests that if the mentor is to take the protégé on a journey of self-discovery, it should not matter if the mentor is male or female, or of the same ethnic origin. However, Bushardt, Fretwell and Holdnak (1991) have identified the various types of gender matches that may

be made in the mentor/protegé relationship, ranging from them both being male or both female, or the mentor being male and the protegé being female, or vice versa. In all of these situations it becomes clear to the authors that power struggles invade these relationships based in the same way they invade gender relations in the society at large.

While emphasizing the need for more study in this area, the article concludes by stating that "as individuals age they tend to become more androgynous. Males tend to adopt more feminine behavior and females tend to adopt more masculine behavior" (p. 632). It is at this phase in a person's life that the mentoring role may be undertaken.

Noe (1988) approaches the topic of women and mentoring from the standpoint of the business world, where the majority of the managers are male, and it is therefore difficult to find female mentors in positions of authority. He bases his arguments on the socialization processes of our society that encourage men to be dominant and aggressive and women to accept more passive, submissive roles. According to Noe, only by changing these roles and encouraging more women to undertake leadership roles will we see a growth in the development of female mentors.

Baum (1992) attempts to explain the problems that occur because of the relationships that are developed between a mentor and a protegé. He shows the stages that the relationship may pass through, beginning with the protegé's total dependence on the mentor, to a stage of being "in love" with the mentor, to ultimately a

development of independence from the mentor. In all of these phases Baum points out the difficulties of maintaining a focus as to why the relationship was started in the first place, and how latent sexual fantasies may in fact jeopardize the success of the relationship.

Ultimately, Baum believes:

There may be a developmental logic to mentoring that requires an amicable relationship to give way to passion and conflict in order for the protégé to grow. In the successful mentoring relationship a protégé unconsciously goes through stages analogous to earlier life stages, including narcissism, the Oedipus complex, and the formation of an identity. Mentoring is a rebirth (p. 226).

Earlier, Kram (1983) had identified several stages in the growth of a mentor/protégé relationship, with little regard to the sexual overtones that Baum believes to be so prevalent. She proposes that there are mentor functions that are clearly career oriented (sponsorship, exposure and visibility, coaching, protection, and challenging assignments) and those that serve a psychosocial function, namely role modeling, acceptance and confirmation, counseling and friendship. In her study of 18 pairs of managers and protégées, she identifies a series of phases, beginning with "initiation" in the first year, where the mentor and protégé develop a working and growing relationship; to "cultivation" during the second to fifth year, where the relationship develops in the areas that are identified as important by

both parties; to "separation" which may occur for any number of reasons; and finally "redefinition" which would see the two working in a new relationship, recognizing that changes had occurred in both. Finally, Kram realizes there are limitations in a mentor/protegé relationship lasting for a long period of time. She proposes, therefore, that opportunities must be given to encourage the development of additional mentor/protegé relationships throughout the career stages of an individual. The great benefits that are realized by teachers new to a system in having a mentor should not be limited just to them, but expanded to include teachers in various stages of their careers.

Many organizations and companies have identified the importance of the mentorship relationship, and how individuals that are involved in this type of situation are somehow more productive, more effective and generally happier with their employment (Zey, 1991). Often protegés choose the individuals they wish to work with in this type of mentor relationship. Because the results have been so beneficial, organizations have developed methods whereby they encourage the growth of mentorship relationships, and actually facilitate the possibilities of this type of matching. This "formalization" of the mentorship relationship is an extension of the "informal" programs that have existed for centuries.

Chao, Walz and Gardner (1992) look at the positive and negative aspects of the recent trend to formalize mentor relationships. They studied 549 individuals who either were in an informal or formal

mentorship relationship, or not in a mentorship relationship at all. They used the mentor functions identified by Kram (1983) as a basis for their comparisons. The results showed that even though there was a great difference between the mentored and non-mentored protégées, there was little difference between the formal and informal structure of the mentorship programs. In general, however, the protégées that chose their own mentor had an advantage in their career opportunities over the other two groups.

Murray (1991) discusses the cultures that organizations have developed, and how these cultures have their own identities which have evolved over the years. It is her belief that a mentor program alone can do very little to change effectively a culture that has grown over many years. Any structured mentor programs must be accompanied by other professional development strategies if effective change is to take place. Ultimately Murray holds to the notion that protégées selecting their own mentors will realize the most benefits.

So what may the mentor gain from mentoring?

Most of the literature looks at the benefits the mentor/protegé relationship has for the person being mentored; few studies have been conducted to investigate the benefits the mentor may realize. One study attempts to show the positive and negative factors that affected a group of 26 mentors over a period of seven years. Hunt (1990), a professor of management, found the positive results out-weighed the negative, but not by a large margin.

In looking at the categories he used to identify the qualities of the relationship, Hunt questioned the mentors in four major areas: the recognition or praise they received, the rejuvenation they felt, the knowledge they gained, and the friendship they realized. These qualities endured for a period of time for a majority of the mentors. Hunt concludes that there must be advantages for both the mentor and the protégé for a relationship to be successful. Murray (1991) relates, "Senior people who participate as mentors can rethink their philosophies and methods, benefit from the fresh ideas of protégés, and see their own styles emulated in the organization" (p. 35).

This brings us to an important point in our discussion of mentors working with protégés and actually benefitting from the relationship. If it is in the field of education, the hope is that ultimately the students will benefit; if in the area of business, the company or organization will benefit. Wilson and Elman (1990) address this issue by returning to the story of Odysseus that is mentioned constantly in all of the literature. However, few articles mention the benefits that came to the Kingdom of Ithaca because of the mentor relationship that was developed. Certainly there were benefits, just as there can be benefits to any organization that facilitates a mentoring program. The authors state, "Just as in traditional societies where tribal folklore and fables, each of which contains a 'moral,' are passed down from generation to generation, mentors in corporate cultures can pass down organizational folklore

and fables" (p. 89). It is the subtle manner in which the traditions of the organization are passed along to a new generation that maintains a consistency for the organization. The authors are quick to point out, however, that the mentor must be aware of the changes occurring in the organization and the culture, and allow for these transitions. They conclude that the mentorship program is "simply the best method of passing along the norms, values, assumptions, and myths that are central to an organization's successful survival" (p. 93). Any success that the mentor and protégé experience will certainly benefit the organization.

Perhaps the most compelling reason for the existence of "mentorship" has been proposed by Levinson et al (1978). They state, "Many middle-aged men never experience the satisfactions and tribulations of mentorhood. This is a waste of talent, a loss to the individuals involved, and an impediment to constructive social change" (p. 334). I am sure they would not mind if women were included in this statement.

C. Aging and Retirement

Older adults should not only be seen, but listened to and appreciated as 'givers' who can help preserve cultural wisdom and values by establishing relationships across the living generations.

John Carter (1992, p. 379)

It has only been recently that more literature has addressed the changing demographics of the work force in Canada (Tindale, 1991). As a major portion of the population moves toward retirement, it becomes increasingly important that systems and programs be in place to support this transition. A close inspection of some of the many books and articles that have been written on this subject reveals some interesting factors that may contribute to an understanding of a segment of our population that is becoming increasingly disenchanted with its role in society.

Much of the literature makes reference to a text written by Daniel Levinson in 1978. In The Seasons of a Man's Life he attempts to clarify the stages that men go through during their lives and, more importantly, tries to identify why it is important to understand these various stages and how they make an impact on the career of an individual. Levinson's research brought him to the conclusion that the stages that individuals go through must be understood by those individuals if they wish to grow and develop to their full potential. Without a complete understanding of these stages, the relationships that are established may become superficial and result in nothing

much more than a lack of fulfillment on the part of the individual. This apparent lack in our understanding of career satisfaction leads directly into the literature concerned with retirement. It is beyond the scope of this study to delineate between men and women in retirement, but it certainly is an issue that must be addressed as more women are now retiring from the work force.

Sikes (1985) discusses the teachers who have been teaching for fifteen years or more, and those that are near retirement. One phase of teaching that occurs between the ages of 37 to 45 she equates to a period that may be as "traumatic as adolescence" (p. 50). Much of the research she mentions identifies this phase as one when teachers view themselves egocentrically and begin to think about their career with respect to the choices they have made, the accomplishments they have, the family and social ties that have been developed; in all, teachers are questioning their mortality, and must come to terms with their position in life. Of course, as Sikes states, this is not particularly easy to accomplish when there is a host of students around to contend with constantly, and numerous obligations in the home and social world that prevent the educators from objectively reflecting on their experiences and coming to meaningful and fruitful conclusions about them.

Sikes also identifies the teachers who are near to retirement who, because of their past experiences, will view their retirement in many different ways. There will be those who will look back fondly on

the experiences with the students, and be able to relate stories that will give them pleasure in their retirement. Others will be counting the days that they have before they are finished, as the pressures exerted on them by time, by the students, and the other members on the staff will fade once they have completed their teaching career. The experiences teachers have in various other stages of their careers have a definite influence on how successful their retirement will be.

Steffy (1989) builds on the career stages that Ball and Goodson (1985) identified, but classifies them in terms of behaviors rather than years of teaching experience. The behaviors may actually be held by teachers of various age levels, as each teacher is an individual and will therefore be influenced not only by the school environment which he or she is in, but also by the economic, social and political realities he or she may be experiencing at any given time. Because these stages vary a great deal, Steffy attempts to show the different levels of preparation and professional development that must occur at the various stages. This will be discussed more fully in the section on professional development.

At this point, however, it is interesting to note Steffy's comments dealing with retirement and what occurs during this stage in a teacher's career. Once again, depending on the experiences that the teacher has encountered over the years, the "exit stage" will be a positive or negative transition. Steffy stresses the importance of the teacher's behavior and attitude towards retirement as the indication of

whether or not the teacher will successfully disengage him/herself from the teaching practice. Little mention is made, regarding what the teacher does after retirement, but then this is beyond the career stages of a teacher. Or is it?

Atchley (1976) has written several texts and articles that discuss the concept of "Continuity Theory" and how it relates to an individual who contemplates retirement. He differentiates between either "internal" or "external" continuity, the former involving an individual's ability to relate present activities to what they have experienced in the past and the latter dealing with the structures individuals have established to support themselves in their environment. It is important to maintain a consistency with the internal and external self as an individual grows and develops. If this consistency is not understood and planned for, problems may occur resulting in frustration and lack of development on the part of a retired individual. Atchley uses the analogy of a dramatic production to clarify this issue; we may use old sets, props and costumes to create a new production, and some characters may be added and some taken away, yet the central character remains, the self. The internal consistency is there, even though it is influenced and molded by the external conditions. Individuals who retire look to maintain the internal consistency, knowing that the external structure is going to alter dramatically. If this transition is planned for, the internal continuity will help them make the change with a minimal amount of stress. However, just as a

new play is produced with the same characters in new situations, the affect that all of that has on the character will certainly influence internal continuity, with positive or negative results.

Richardson and Kilty (1991) also look to the theory of continuity to understand retirement. They found that adjustment to retirement is a major issue for teachers, but few of the longitudinal studies focus on the first year that individuals leave their employment. The factors that influence a positive or negative transition, such as age, gender, marital status, economic standing or type of employment an individual had, all contribute to the level of anxiety retirement brings to people. Kilty and Richardson believe it is these elements of retirement that few studies have addressed and, by looking at the theory of continuity, they think it may be possible to understand the problems encountered by retired workers.

Their research involved three interviews with 250 retired workers, each interview held 6 months apart. By using such categories as job status, age, satisfaction with work, morale and well-being, the authors were able to show how the adjustment to retirement does involve a large number of variables. In particular, they conclude that a person's status, health, income and their personal relationships, all have a profound effect on how well people will adjust to retirement.

Our population is aging; as the "baby boomers" of the 1940s and 1950s begin the transition from the work force to retirement, it is

important that the right conditions exist to make this change as positive an experience as possible. Society cannot afford economically to deal with the problems that may be created by a large group of unhappy, unsettled individuals who discover that retirement is not all they had thought it would be. Bumbarger, Nixon and Seger (1989) conducted a study to discover what teachers in Alberta were considering about their impending retirement. They present several conclusions that identify the difficulties that begin to develop even before retirement occurs. Teachers perceived that they were no longer required in the system, and the only alternative was to take early retirement. Few chances to adapt or modify their teaching load resulted in a feeling of separateness, giving way to the encouragement to leave the system. Bumbarger et. al. suggest much more study is required in this area.

O'Brian (1992) cites a study performed by Ragan and Bremer (1979) that identifies the qualities of "successful" aging as opposed to "normal" aging. The perception we have of ourselves declining as we gain in age is classed as the normal process, whereas people are said to age more successfully if they continue to counter the losses that occur with age gains, with such things as more wealth, more status, or more fitness. Individuals who do not coincide with what we identify as the typical aging adult are seen as an exception to the norm. Initiatives to change these perceptions may help to create a more positive mindset for those senior adults who are looking to retirement.

Ryan and Kohol (1990) address this issue of attitudes that are developed by teachers as they near retirement. They explore the stages of teachers' growth and propose that we must now understand this development and work to encourage the professional growth of the teachers at the stages they are presently experiencing. Lamenting the fact that more teachers at the retirement stage are being encouraged to leave the profession because the younger teachers cost less, Ryan and Kohol state, "This exodus means the school, over a very short period of time, will lose a great deal of its collective expertise" (p. 59). "Older teachers represent a great resource to the schools and the profession, a resource that currently is poorly used" (p. 72).

Kaplan (1991) believes that if the "old" workers must give way for the "young" workers, we may be setting ourselves up for a tremendous confrontation. Society, he concludes, must work together to solve collective problems. No longer are we able to rely on one segment of society to create the necessary environment in which we all may live in harmony. Kaplan believes harmony may only be established if all generations work together, building on the knowledge and expertise that each possesses.

"Veterans versus beginners: A study of teachers at a time of fundamental change in comprehensive school" explores these relationships further. The authors, Riseborough and Poppleton (1991) voice their opinion that the lives and works of experienced teachers in England are in "crisis." The increase of young teachers who bring with

them the new "methods" and "techniques" from the protégés' schools of education, marginalize the experienced teachers and begin to set one "group" against the other. The authors state, "experienced and beginning teachers are busily culturally handling their career deaths and births, mutually aware that 'One man's coffin is another's cradle'" (p. 331). If these differences continue to grow among the teachers who are in the various stages of their development, little sharing will occur, and polarization will develop with neither group learning from the other.

The Alberta Career and Development Department of Alberta Education published a pamphlet in 1989 entitled In Praise of Older Workers. The information contained in the pamphlet identifies the strengths of the members of our society that have a vast amount of experiences that may be utilized by various agencies in the world of work. In many ways the document attempts to abolish perceptions of older workers being incapable of contributing significantly in the working world. The pamphlet claims that senior members of our society can enhance the work force and, if given the opportunity, can excel. In the process, not only the employer receives a benefit, but the elder worker also grows and maintains the "internal consistency" mentioned earlier.

Simonton (1990) identifies the numerous qualities that people possess as they continue to age. One quality of paramount importance is creativity. In the field of education we know that it is the ability of

teachers to present material or skills in a new, creative manner that can enhance students' understanding. A common belief is that as we age, we lose this creative ability and rely on past experiences for our actions rather than risking and creating new methods. In his studies, Simonton discovers numerous musicians whose greatest works were done during the final years of their lives. He believes that if they are allowed to create, and are encouraged to be creative, the senior members of our society would experience a measure of accomplishment and success that will enable them to sustain a much higher quality of life.

Unfortunately, older workers are often "encouraged" to retire from their employment because of stereo-typical attitudes that prevail in our society. Ruhm (1982) identifies monetary security as one of the major factors in determining when a person will retire. No longer are health reasons the primary force. Rather, workers' knowledge that they may conclude their working years and maintain a financial security through retirement is now most important.

Henretta, Chan and Rand, (1992) agree with the findings of Ruhm (1982), and go into more detail to identify the reasons why someone chooses to retire. The financial security of the individual once again figures strongly in any decision one makes to retire. The authors also point out there are large numbers who see retirement as being "compulsory," and still many others who lose their jobs.

Some recent literature begins to give more hope to the concept

of retired or nearly retired employees serving in the workplace. Rix (1991) writes that,

The time has come ... for a reassessment of the role of workers too long regarded, if not as expendable deadwood, then as more costly and less productive than their younger peers...An aging population and labor force can be a source of opportunity for employers (p. 422).

Changing some of these attitudes in our society is very difficult as we have grown up in an era where we throw anything away that we feel we no longer have any use for. Texts, such as the one written by Hale (1990) attempt to dispell some of these beliefs with such statements as, "Older workers are first and foremost people, who love, grow, fail, experience joy and loss, and accept or deny their own aging, defying or living out negative stereotypes of their behavior" (p. 37). She can see the day arriving very soon when employers will grow to rely on the expertise and knowledge that the senior members of their staffs provide. The result will be a re-evaluation of how best to utilize these members of the work force, rather than dismissing them in favor of younger workers.

The National Advisory Council on Aging in Canada has been writing articles on gerontology since 1983. The most recent publication, entitled Older Workers in an Aging Work Force (1991) presents detailed information on the changes in the age levels of Canada's employees, and gives encouragement to employers to be

creative and innovative in how they organize the working lives of their senior members. No longer should retirement be regarded as the stage in a career where a person is no longer involved in productive, active service. As Fitzgerald observed, "Most people think of work as what they do for a living, yet perhaps only in retirement they discover it is much of whom they have become" (p. 102). The dividing line between active worker and retirement must be addressed, not as a distinct division that one crosses as in a race to the finish line, but one that fades into the next spectrum of light.

D. Professional Development of Teachers

In February, 1993 a group of University of Lethbridge staff and students presented a workshop entitled "Because" at the West Coast Conference (Western Canadian Association for Student Teaching) in Vancouver, B.C. As we developed this workshop we based our concerns about teacher education on an article written by Neil Postman in 1990. In "The Re-enchantment of Learning," Dr. Postman voices his concern about the rapid "information overload" leaders in our society are experiencing and our failure to develop the skills necessary to translate and digest this information to make it useful in our everyday lives. With so much information, rather than attempting to make some sense of it, our tendency is to just give up; we are not sure what we need to know, so we allow others to tell us what information is important. We become passive learners rather than

active participants. The modern term for this is probably the concept of the "couch potato." Postman becomes emphatic when he states, "Our defenses against information glut have broken down; our information immune system is inoperable. We suffer, if I may say it, from a kind of Cultural Aids" (p. 5).

His final argument centers on the use of drama to enable students to become actively involved in their learning. In the recent literature dealing with the professional development of teachers this theme emerges as part of the foundation for the growth of a new focus on how teachers learn. Alley (1989) agrees that it is no longer an acceptable notion that teachers will simply be able to impart knowledge and the student will learn and, in the process, become useful members of our society. If such efforts persist, Alley believes, then teachers will certainly be replaced by the new technological gadgetry that has been developed to organize and transmit knowledge. It is now imperative that teachers are taught to "teach such skills as human warmth, motivation development, values clarification, moral development, and higher order thinking" (p. 133). No suggestion is given as to how this may be accomplished, but Alley believes we should not be waiting for the twenty-first century to arrive before we act, but we should act now.

Perhaps new programs can be developed for beginning teachers, but what about those who have been working in the classroom for ten or more years? What professional development programs have been

developed for these teachers that will be effective and meaningful for them?

"High-and Low-Burnout Schools: School Culture Aspects of Teacher Burnout" brings together much of the literature that has been written on the topic of teacher burn-out during the past twenty years. In this article, Isaac A. Friedman (1991) from the Henrietta Szold Institute in Jerusalem, Israel, attempts to make some sense of much that has been said and written about the subject. His study of 1,597 elementary school teachers seeks to discover the differences in school culture between a high-burnout school and a low-burnout school. Four areas were identified that caused teachers to experience burnout: the physical environment they worked in, the amount of support they received, the school culture, and the pressures to excel. The more structured and organized a school was, the higher the level of stress for teachers. Friedman continues,

New methods are introduced with apprehension, for they might endanger the school's long-standing good reputation.

Introducing new teaching methods, which is usually counted as a positive factor in a school climate, may also be considered a high source of stress for the teachers (p. 331).

Tuettmann and Punch (1992) analyze the problem of teacher stress in Australia. Their study included 574 secondary teachers who responded to four aspects of teaching that may cause stress, namely: "access to facilities, student misbehavior, intrusion of schoolwork into

out of hours time, and excessive societal expectations" (p. 185). These "stressors" may be balanced with achievements teachers may have, as well as the influence and autonomy experienced by them. The study shows how these factors interrelate with each other and what effects they will have on the teachers' efficacy in the classroom. The need for professional support and development is certainly present.

A survey was developed by Sousa (1992), a superintendent of schools in New Jersey, that helps to identify the practices that may (or may not) be prevalent in a school to encourage the professional development of the staff. Along with the literature to support them, he identifies ten programs which encourage professional development:

- strategic planning for the future,
- emphasis on organizational development,
- school culture and action research,
- research-based training decisions,
- support for new first, second, and third year teachers,
- more site based (building) focus,
- follow-up activities,
- growth opportunities for staff developers and other school personnel. (p. 36)

With these programs in place, Sousa believes a school staff can enjoy the benefits that result from a professional development program.

Some current practices in professional development rely on teachers identifying their own needs and then choosing ways to

address those needs. Prawat (1992) comments on the recent developments in teaching "empowerment" where the top-down approach to innovations in education appears not to have succeeded, and teachers are now perceived as the change agents for the system. His article, "Teachers' Beliefs about Teaching and Learning: A Constructivist Perspective" discusses the problems that are encountered when teachers are not prepared to undertake the role of a "change-agent" in the school, and are more comfortable and settled with their present situation. Prawat discusses the philosophies put forward by John Dewey during the early part of this century that continue to hold true today, and yet have not been totally acted upon. For example, Dewey was a strong advocate of "learning by doing," but he cautioned further that the activity should be "authentic" (p. 371) if learning is to occur. Prawat's final comment in the article sums up his feelings about what must happen in the schools:

If teachers are to rethink teaching and learning... they must have the opportunity to participate in a learning community with other teachers and educators similar to the one they are trying to provide for their students (p. 389).

Working with teachers in their own environment may help create the stimulus that is needed for continued growth and development.

Wood (1990) finds that any changes that are to occur will happen very slowly, due to the fact that teachers resist change. This happens, Wood believes, because teachers have been socialized and

trained to experience success, and they do not wish to encounter anything that will put that success in jeopardy. Foster (1991) documents the resistance teachers have to new ideas, as they feel threatened and unsure of where innovations may lead them. Talbot (1991) from the University of Warwick, U.K., looks at changing the entire focus of teacher education by centering it in the schools, in the environment in which the teachers will find themselves. His article also questions the ability of teachers in the schools to cope with dramatic changes in their roles. Talbot suggests a great deal of additional training will be required to prepare teachers for new roles. The resistance identified by Wood (1990) and Foster (1991) is also found in this program.

In the Netherlands, a study was conducted by Van Tulder and Veenam (1991) to discover what effects their in-service programs were having in the schools. They describe the "INSET (inservice education and training)" program, (p. 25), which attempts to involve teachers in professional development programs both inside and outside their own schools. Two interesting conclusions summarize what they discovered: innovation is difficult and causes a great deal of confusion and stress and, therefore, a support system must be available for teachers to implement any new procedures in the classroom. When ideas, principles and concepts are taught away from the teachers' environment, it is very difficult for teachers to bring them back and implement them in their classroom.

One article that begins to bring the teachers in contact with each other in the classroom to work together on professional development is entitled "Paths of Professional Development: Contrived Collegiality, Collaborative Culture, and the Case of Peer Coaching." The author, Andy Hargreaves (1990), was originally from Britain, but has been involved for many years with educational administration in Canada. Through this article dealing with peer coaching, Hargreaves (along with Ruth Dawe) attempts to clarify and articulate the problems inherent in any program that sets out to help teachers in their profession.

The article establishes the groundwork for why we need to work with teachers; they're lonely, isolated, misguided individuals who need help! Who better to help the teachers but themselves, collaborating with each other to improve their teaching. However, a caution is presented. Through the process of imposing collaboration upon the teachers by a bureaucratic system outside of the school, in essence what occurs is not education, but training. Rather than having skills, techniques and knowledge presented in a top-down fashion, Hargreaves and Dawe believe that it must be recognized that teachers do possess a set of skills and a wealth of knowledge that must be built upon if any growth is to occur. A shift would take place then from working "on" teachers to working "with" them.

Because many of the programs dealing with teacher improvement ignore reflective practice, teachers who participate in

them are not able to incorporate the new information or strategies into their teaching. The authors identify this component of collaboration amongst teachers as the pivotal point that separates the forms of peer coaching into two distinct camps: coaching that encourages growth and development of the teacher through critical thinking and reflection, and coaching that presents new techniques and strategies as presented by an external agency. They label these two camps “collaborative teacher cultures” and “contrived collegiality.”

Joyce and Showers coined the phrase “Peer Coaching” in 1980, and since then there have been numerous interpretations of what it entails. Hargreaves and Dawe (1990) narrow their discussion to the “technical” aspects, and describe the process as Joyce and Showers suggested it should be, with the importance of building a community of teachers who would study their teaching, incorporate new knowledge and skills into their classroom, and have a support group to help and encourage them. They then criticize this model for its lack of attention to three very important issues:

1. **Time:** the great amount of extra time that peer coaching entails creates problems, not only for the teachers involved, but with the administration who are removed from the situation and do not understand the complexity of the process.
2. **Scope:** the program is too narrow and centers on certain skills and not on the complete culture of the school environment.

3. **Balance:** because technical coaching may be developed around the acquisition of certain skills and techniques, it may be used by the bureaucracy as a form of control.

Hargreaves and Dawe proceed to explore the ideological distortions that may develop if the technical peer coaching model is used to help teachers improve. They contend that teaching is a "moral craft" (234) and much of what a teacher actually is can not be addressed through this model. We cannot view teaching simply in scientific or technical terms, but must be aware of the creative, innovative structures that encourage and motivate teachers. If outside forces attempt to limit the discussion of teaching to technical terms, and encourage all teachers to adhere to a set of standards and techniques, they will not succeed in changing the behaviors of teachers, but will simply "drive them underground" (p. 236) where they will become a resistance force to arise in the future.

Finally, an article dealing with the concept of "teacher as expert" may be appropriate here for, if retired teachers are utilized as mentors for teachers, their expertise in the field of education will be called upon to help in the professional development of teachers. Welker (1991) discusses the problems associated with the concept of the "teacher as expert," and how society reacts to this metaphor. The school systems, he believes, have developed an expertise that now sets them apart from the mainstream of society. Welker contends that even the hierarchical methods of education that we teach our students

from E.C.S. to grade twelve, to college, to university implies a growth in expertise. This is not seen to be advantageous for society, and especially for education, as it draws the students and the educators away from the very people that must be an integral part of the learning environment, namely the parents. Furthermore, when teachers are placed in the "expert" role, they then may be held accountable when the problems of the modern world are not dealt with. "Much of the current support of expertise originates out of a public anxiety that desperately needs educational intervention to the solution of modern problems" (p. 29). Welker knows that teachers will never have all of the answers and, at best, can only model lifelong learning. In this manner then, he believes that education systems must:

Demand new and creative ways to educate professionals, ways that do not separate knowledge from moral and social practice and do not merge all senses of professional competence within the confines of one dominant model... It supports the conception of mentoring and more on-site teacher training (p. 33).

E. Retired Teachers as Mentors

Contrary to many stereotypes, the majority of elders are healthy, vigorous, interesting individuals who typically are interested in making a contribution to their communities

Tierce and Seelbach (1987. p. 40-41)

Tierce and Seelbach (1987) continue the discussion of the importance of using retired adults to enhance programs in the schools. Such volunteer programs were very popular in the United States beginning in the 1970s with national organizations being established to direct the activities. However, as Tierce and Seelbach relate, the retired volunteers soon found themselves being hired to perform their tasks in the schools on a full-time basis. No mention is made of retired teachers working in the schools as volunteers or if this even was a possibility.

Several articles mention the development of programs where retired adults are brought into the schools to teach in their area of expertise. If they are retired doctors or lawyers or horticulturalists, they are able to bring their special knowledge into the classroom to share with the students. Carter (1992) describes the benefits of such a program not only to the students but to the senior adults. The strong relationships that develop between students and the senior adults are documented, but once again no mention is made of the effect the senior adults have on the teachers in the school.

Finally, Armengol (1992) agrees with the importance of incorporating retired adults into schools because then the school

actually "mirrors the community" (p. 467). The programs developed are titled "intergenerational" and focus on the relationships that are developed in schools between the students and the senior volunteers. The article once again identified how much teachers appreciate the help they receive from the volunteers but no mention is made about anything they may learn in the process.

I'M FREE

Do you see what I see
A rainbow shining over us
In the middle of a hopeless storm
Sometimes I'm blinded by my feelings
And I can't see beyond my troubled mind
Afraid of what I'll find
The story of our lives
But there's tomorrow
Cause I'm free, I'm free
And things are only as important
As I want them to be
We'll have a breath of sunshine
When the rain goes away
I pray, I pray

Do you need a friend right now
In the road that you're going to
If you get lost just call me I'll be there
Yes I'll be right there
Cause though I may not have the answers
At least I know what I'm looking for
Yes I can do without sorrow
There's a day after tomorrow
So I'm leaving it behind
And if you want to share my dreams
Well all you have to do is say it
Let me hear you loud and clear
Cause I need you if you wanna be
If you wanna be

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