Journal of Invitational Theory and Practice

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Editorial—

Changing of the Guard

Three years ago we began a quest to determine if invitational theory had a strong enough following and, indeed, was sufficiently substantive to produce a refereed journal. As with many births, the beginning of this journal had its anxieties and moments of uncertainty. Now, with the close of this third volume, I am pleased to proclaim that our infancy has been successful, and we are ready to move toward further stages of development. With this milestone complete, it is an appropriate time for new leadership to take charge. In that regard, the Alliance announces that John M. Novak has accepted appointment as the journal's editor for the next term.

Dr. Novak is professor of education at Brock University in Canada and is a founding member of the Alliance. For many years, John has been an international spokesperson for invitational theory, and has researched and published widely about invitational thinking. Among his works is co-authorship with William Purkey of the cardinal book, *Inviting School Success,* soon to be released in its third edition. John Novak is well suited to take this journal to higher levels of scholarship and research, and I am honored to have preceded him in this endeavor.

I encourage you to submit ideas, research summaries, and reports of successful practice to John for publication. This journal has flourished due to the courage and effort of many authors who have willingly participated in its birth. Its future will depend on the scholarly pursuits of writers who are willing to share their work with others; writers such as those featured in this sixth issue.

The first article in this issue is by Judy Stillion and Betty Siegel. In it, they summarize their remarks at last year's conference of the Alliance in Lincoln, Nebraska. Their treatise on the transformational college teacher moves invitational theory beyond its basic concepts to a deeper and richer meaning for student-teacher relationships and the task of learning.

In the second article, Cheryl and David Aspy explore the importance of self-invitations in teaching. As the Aspy's indicate, teachers might benefit from examining the "self-invitations" that urge them to teach. These self-invitations need to be compared and contrasted with "other-invitations" that often detract from the personal reasons that originally encouraged teachers to enter the profession.

Grace Davis presents a practical summary of a peer mediation program at the senior high school level. Peer mediation has been successful in helping students learn alternative methods of conflict resolution. In her article, Dr. Davis outlines a step-by-step approach to implement a peer program, and shares the results of one program in its first two years of service at the school where she is an assistant principal.

In another article, Tommie Radd reports the findings of a study that used a classroom guidance program founded on self-concept theory. The study showed that teachers who used the program were perceived as "more inviting" by their students, and students who participated in the program demonstrated more self-control.

This issue ends with a personal perspective from Dave Aspy about how society could be more inviting toward its senior citizens. Dave is an internationally known educator and a pioneer whose writings and research have influenced invitational theory. His article, a personal perspective, has meaning for all of us as we each strive to extend our lives, and hope this prolongation consists of active participation and involvement.

All these articles exemplify the progress this journal has made in its short life-span. As we close this chapter of the journal, I express sincerest appreciation to all the authors who have submitted articles for consideration, the members of the editorial board who have diligently reviewed manuscripts, and the Alliance for its support in publishing the first three volumes. The opportunity to edit this new journal has been most rewarding and instructive. It has been a good beginning, and I look forward to the future with John Novak at the helm.

John J. Schmidt
Editor

The Transformational College Teacher

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The recent deluge of criticism directed at university and college teaching is a perfect example of the old chestnut, "We have some bad news and some good news." The bad news is that the image of higher education in general, and the state of teaching within the academy in particular, has been badly tarnished. A few well-known examples will suffice to make the point.

In *The Closing of the American Mind,* Allan Bloom (1987) accused the academy of no less a crime than failing democracy and impoverishing the souls of today's students. *ProfScam's* author, Charles J. Sykes (1988), suggested that the professoriate was made up of a group of lazy, egotistical, and greedy entrepreneurs whose concern for educating the next generation of intellectual leaders was far down on the priority list for their time, energy, and expertise. Speaking with more authority and only slightly less passion, then Secretary of Education William Bennett added his criticism to the discussion, claiming that graduate schools have produced too many narrow specialists whose teaching is often lifeless, stilted, and pedestrian (Bennett, 1985). More

recently the House Select Committee on Children, Youth, and Families issued a report entitled, "College Education: Paying More and Getting Less," which the *Chronicle of Higher Education* greeted as "the opening salvo in a war against higher education that has been building for some time" (Chronicle of Higher Education, 1992, p. B7). The Chair of that report, Representative Patricia Schroeder, was quoted as stating that a professor's salary is "inversely related to the number of hours he or she teaches" (Anderson, 1992), thus adding further fuel to the idea that teaching is not valued in academe.

Even people who have spent their lives within the walls of the academy have added to the bad news. For example, Page Smith (1991), who completed his Ph.D. in history at Harvard and spent a long and fruitful career as a faculty member has observed, "The faculties at the elite universities (and, increasingly, at those lesser institutions bent on aping them) are in full flight from teaching. . . In many universities, faculty members make no bones about the fact that students are the enemy" (p.6).

The good news is that amid the heat generated by the discourse, many faculty have begun to renew their commitment to the centrality of teaching. Helped by such programs as AAHE's Teaching Initiative and by Boyer's thoughtful work, *Scholarship Reconsidered* (1990), many campuses have begun local initiatives to study the quality of teaching, or to find ways to support teaching excellence. The topic of teaching has become safe, appropriate and even politically correct on many campuses. A number of campuses have established or reenergized teaching centers in which excellent teachers share their understanding of the teaching-learning enterprise on their campuses and beyond. Several states have initiated state-wide institutes devoted to improving the quality of post-secondary teaching. In addition, faculty from all disciplines are turning to the literature on pedagogy, in an about-face from their former pattern which was to deprecate all things that are produced in colleges of education or in public school settings.

In the process of doing this, some faculty are becoming aware of the reasons why they choose to teach and of the power inherent in the act of teaching to transform not only the intellectual lives of their students but their own lives as well.

In this article, we review several approaches that have proven to be useful heuristics in college teaching, introduce a model for describing faculty development in teaching that incorporates many of the tenets of invitational education, and show the connections between our model and the earlier approaches described. The central message of this paper, illuminated by the voices of distinguished teachers, is that the act of teaching itself can be a transformational activity, both for students and for faculty.

Background

As college faculty have begun to pay more attention to the process of teaching, one of the most popular discoveries on many campuses has been Bloom's Taxonomy of Educational Objectives in the Cognitive Domain (1956). In this seminal work, Bloom hypothesized that cognitive learning could be organized into a tight hierarchy with each succeeding level incorporating the preceding one and requiring higher order cognitive skills than the previous level. His work was among the first to attempt to examine the complexity of the teaching-learning enterprise by using a hierarchical approach. Table I depicts the levels of Bloom's Taxonomy and presents an example of an objective at each level.

It is clear from the hierarchy that Bloom believed that the process of learning could be better understood by breaking it into component levels. Further, he suggested that by understanding these various levels, teachers could plan instruction that required different levels of cognition depending upon the subject matter, the students' past

mastery of the subject matter and the educational goals that the instructor had for the students. This model has helped faculty conceptualize their educational goals and their teaching approaches in a more precise and organized manner.

Following the taxonomic model, Stillion and Siegel (1985) included the learner in the teaching process by focusing on the effect specific types of teaching behaviors had on the self-concepts of the learners. This approach, based on tenets of humanistic psychology, grew out of the model of invitational education (Purkey & Novak, 1984), which suggests that invitations given by teachers are one of the most important variables determining student learning. The hierarchy of invitational education attempted to operationalize five dimensions and ten levels of inviting teacher behaviors and to suggest specific impacts these behaviors have on student learning about themselves.

TABLE I
Bloom's Taxonomy of Educational Objectives

LEVEL	DEFINITION	EXAMPLE
Knowledge	Ability to recall definitions, classifications, etc.	Who was the founder of facts, Psychoanalysis?
Comprehension	Understanding, including the ability to translate, interpret and extrapolate.	Discuss Freud's stages of psychosexual development, indicating problems that may occur in each stage.
Application	The ability to use a concept or theory correctly in a given situation.	Given a case study, make a diagnosis of the person's problem from the Freudian perspective.
Analysis	The ability to break material into its constituent parts and detect relationships of the parts and the way they are organized.	Critique Freud's concept of the phallic period of development, pointing out how his concepts of male and female development were shaped by the age in which he lived.
Synthesis	The ability to draw upon elements from many sources and put these together into a structure or pattern not clearly there before.	Read at least two feminist critiques of Freud's theory of psychosexual development. Then revise the theory to incorporate the points from the feminist critique with which you agree.
Evaluation	The ability to make judgments about the value of ideas, works, solutions, methods, material, etc.	Make a judgment about how well Freud's theory of psychosexual development describes the development of young people today. Include both strong points and weak points of the theory and make clear the principles you are using to evaluate it.

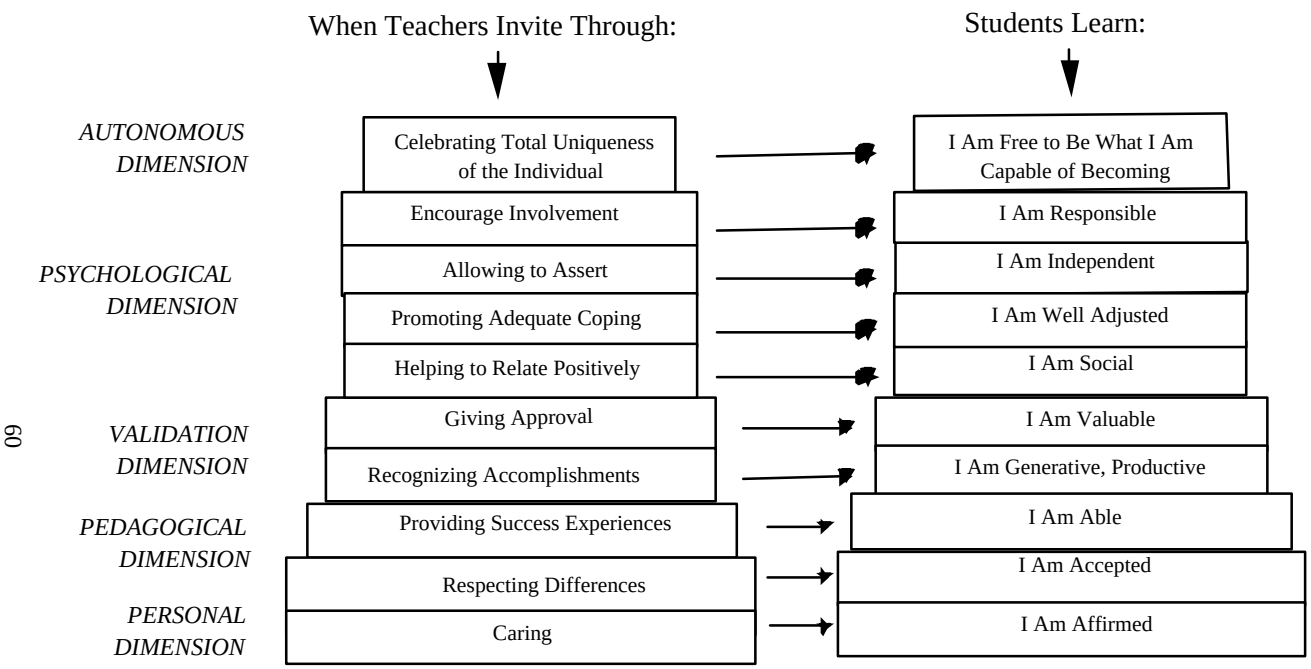

FIGURE 1 : Hierarchy of Invitational Education

The hierarchy of invitational education was rooted in the belief that building positive self-concepts in students is an important step in increasing their motivation to learn as well as in improving their mental health. The central message was that teaching and learning are integrally related activities and that when teachers consciously choose to use specific types of inviting behaviors, students learn important positive lessons about themselves. These lessons build a foundation and positive momentum for later learning and for the full development of the student.

William Perry (1970) added an important dimension for college teachers in developing his stage theory about the nature of learning among college students. According to Perry, students move through four major stages in their view of the world and of learning. Starting from a position of dualism, high school and college students tend to view the world in bi-polar terms. Everything can be classified as black or white; good or bad; right or wrong. At this stage, students regard their teachers as purveyors of "The Truth" and as "Authorities."

As students are confronted with differing world views, they enter the stage of multiplicity. In the early part of this stage, they divide knowledge into what is known and what is yet to be learned and they still view teachers as having parts of the truth, although they recognize that there is more that teachers themselves have to learn. In the latter stage of multiplicity, students become more independent and self-directed learners and begin to view the teacher as more of a resource that can help them in their individual search for knowledge. Students then enter the third stage in Perry's scheme; one of relativism. In this stage, students recognize that their world view is also legitimate. They develop the power to analyze material from their own growing storehouses of knowledge.

In the final stage, commitment, students come of age intellectually. They develop the ability to create their own syntheses, to tolerate am-

biguity, and to make decisions based on incomplete information. Perry's theory placed the student at the center of the teaching-learning equation and suggested that faculty need to take into account the level of development that their students had reached as learners in order to make their teaching most effective.

Taken together, the three approaches we have explored (Bloom's, Stillion and Siegel's, and Perry's) suggest that effective teachers must:

1) know something about the way in which cognitive knowledge is structured;
2) be aware of the power of teacher behaviors to shape students' views of themselves as learners; and
3) understand the level of development students have reached in the way they relate to the act of learning.

These insights seem helpful, even necessary, to a deeper understanding of teaching. However, while they may be necessary, they are not sufficient to assure that college faculty will become and remain excellent teachers. A detailed look at the role of teaching at the college level and the nature of the act of teaching itself may be enlightening.

The Model of Transformational Teaching

Education is a transformational force. It is education that gradually enables children to read, write, compute, and gives students worldwide the tools both to make a living and to enjoy richer, more meaningful lives. Most effective teaching faculty understand the inherent power of teaching to transform students' lives. As one nominee for the outstanding teaching award on his campus said, "Education starts an individual on the road that leads to freedom—the freedom of self-development and self-discovery that recognizes the variety in talent, taste, appearance, intelligence, and virtue among individuals. Only through education in family, church, and educational institutions can young people be shaped into enlightened responsible adults."

Similar, although perhaps less obvious, changes must occur in order for faculty to become and remain excellent teachers. These excerpts, from two different candidate's philosophy of teaching make the point well, "To teach is to learn and to continue to learn is to truly live. There is no better way to understand a subject than to seek to bestow knowledge upon others. To teach, one dissects and conjoins concepts and theories in an effort to give understanding to others and from that process comes greater knowledge and focus for oneself." . . . "I think when I challenge students, I am challenged as a teacher. I have to stretch my own thinking and knowledge as we deal with new ideas and new perspectives on familiar ideas."

These faculty understand that teaching at its best is a highly creative, developmental activity that promotes their personal and professional growth as well as that of their students. The model suggested in Figure 2 was created after reviewing statements from successful college teachers. It is designed to promote a shared understanding of the ever-expanding spheres that faculty may experience as they move toward excellence in teaching. It conceives of excellence in teaching as being made up of five interacting spheres, each of which both influences and is influenced by all other spheres.

The Personal Sphere

The innermost sphere in the model consists of the personal qualities an individual brings to his/her teaching. Most faculty are drawn to higher education because of their own deep love of learning and the enjoyment that comes from mastering a discipline. This sphere recognizes the power of the individual teacher and consists of qualities that students cite as important characteristics of outstanding teachers, including caring about students, enthusiasm, and inherent curiosity. As one candidate for his university's distinguished teaching award put it,

"My philosophy of teaching is characterized by two words: caring and credibility. I care who the students are, what they need, and what I can do for them." Another candidate described his philosophy of teaching as being centered "around my own deep curiosity for knowledge and the stimuli that peak my curiosity."

The Professional Sphere

The second sphere, labeled the professional sphere, contains an imperative for continued growth within the discipline as well as an imperative to share that growth with students and other professionals within the discipline. As faculty become more fluent in their disciplines, they develop the ability to make those disciplines come alive for students; to find the "hooks" between the discipline and the real world experiences of their students.

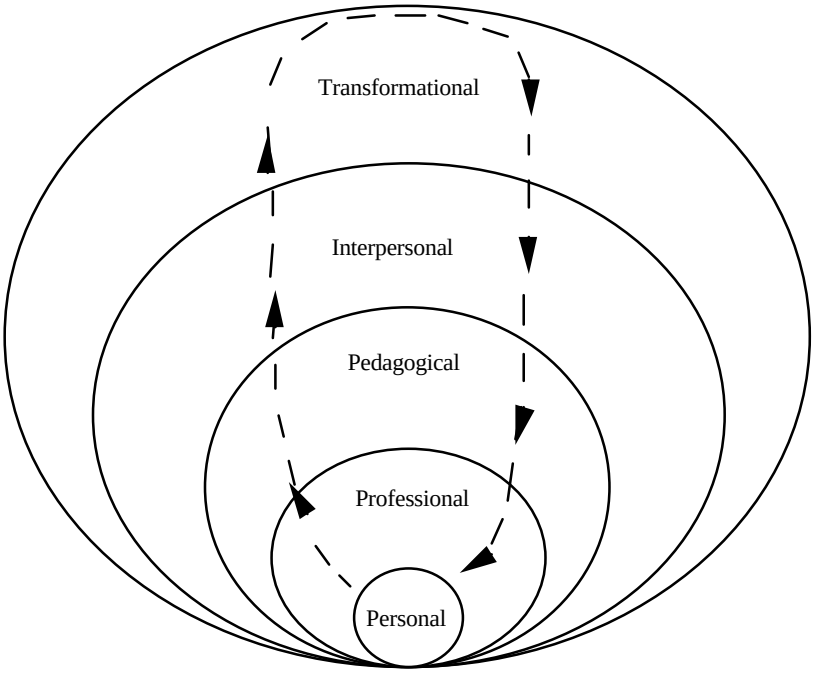

FIGURE 2 : Five Spheres of Faculty Experience

One of our candidates for the teaching award told a story of attending a workshop where she was asked to draw her teaching philosophy. She described the experience this way:

> *Students came to mind first, and the color green seemed appropriate since it reminded me of growth, renewal, beginnings. I picked up the green crayon and after drawing randomly for several minutes, my vision of students characterized by bold and thin lines—was complete. I began to think how to represent the teaching aspect. I looked at my crayon and somehow, green wasn't the right color. Red seemed more correct for conveying my teaching dimensions of energy, challenge, vitality, and warmth. With both crayons, I began to*

draw furiously as images and ideas flowed to my mind. At last, I finished the exercise and sat back, pleased with my work. There were green and red lines intertwined, rarely straight but fluid, moving in and out circling my picture. A heavy concentration of red color was at the center of the picture with open spaces interspersed. The area between the inner and outer circle was filled with lighter shades of red and green. In abstract form, my drawing revealed many representations of my teaching philosophy. Red and green colors are complementary—meaning something added to complete a whole. Effective teachers are constantly being "bridge builders," finding ways to link the information they know to students' levels of understanding. Where this communication link exists so does trust, respect, and freedom to express ideas—even different ones. Moreover, diversity of ideas causes individuals to think, analyze, and evaluate. Learning often is not comfortable since elements are ever changing and fluid. Helping student move from familiar to unfamiliar structures/content is like "dancing on the edge." That is, creating the dissonance for new patterns to emerge while supporting the individual through he procedure is the challenge of the teacher.

Faculty also become practitioners of their discipline in this sphere. For example, scientists and social scientists create a program of research that permits them to "do" their discipline. Faculty in the fine arts accumulate a body of work that reveals their growing expertise and love of the discipline and provides a road map of their professional growth to serve as an inspiration to their students. Faculty in the humanities and in professional schools share their expertise with community and professional groups. This ability to share the fruits of one's increasing understanding of the discipline is an important factor in teaching as it provides a model for and often involves students as junior partners in the excitement of "performing" the discipline.

The Pedagogical Sphere

The third sphere in the model is the pedagogical sphere. College professors rarely receive systematic training in this sphere. They have traditionally learned their teaching approach by observing good and bad teachers during their student years and by trial and error once they begin teaching. However, voices are beginning to call for systematic professional development in teaching for college faculty. For example, the American Association of Higher Education Bulletin recently suggested that "heightened expectations for teaching (and learning) suggest that we may no longer be able to get by without an explicit education in pedagogy for college faculty (or, at the very least, training for TA's). School teachers are criticized for being long on pedagogy and short on content. For higher education faculty, the opposite may be true: they are long on content but know too little about how students learn" (Mingle, 1993).

In addition to understanding pedagogy, however, promoting an understanding of as well as appreciating and publicizing the positive elements inherent in the teaching role itself may be a key to initiating a growth spiral for faculty that may lead to greater career satisfaction as well as to more effective teaching. A group of authors have suggested that faculty may move through predictable stages in their development of teaching excellence (Shermon, Armistead, Fowler, Barksdale, & Reif, 1987). These authors suggest that there are four discernible stages in the acquisition of teaching skills. In each stage, the faculty member's conceptualization about the nature of what learning is affects both the ways in which the professor teaches and his/her beliefs about teaching. These stages are reflected within the remaining spheres of our model.

The first stage fits into the pedagogical dimension of our model as it places much emphasis on the transfer of knowledge. It is one in

which faculty conceptualize teaching as "telling" and learning as the ability to repeat what is heard or read. In this stage faculty take little responsibility for student learning beyond their own preparation for class. Presenting information is the preferred method of teaching and testing consists predominantly of rote regurgitation of learned material. Teachers in this stage emphasize *techniques* of teaching. All faculty who have taught any length of time have a "black bag" full of teaching techniques. For example, one distinguished teaching candidate, who clearly had accumulated an arsenal of teaching techniques presented the following list: preparation of syllabi, lecture outlines on overhead transparencies that are computer generated with appropriate graphics, formulation of individual lecture and lab objectives that are handed out to students each class meeting, directed reading assignments accompanied by open-ended study questions, and giving immediate feedback on exams.

In the second stage of teaching, according to Shermon et al., faculty become aware that teaching as telling is not enough. They begin to look at the learning end of the teaching-learning continuum and come to hope that they can influence student learning through arranging experiences and guiding students to proper resources and materials. In our model they would be on the cusp between the pedagogical and interpersonal spheres. Professors at this stage still tend to believe that learning can best be assessed by student repetition of material enhanced with some evidence that they understand it. Faculty at this stage increase their teaching repertoire to include exploring the meaning of information with students as well as organizing, directing and facilitating the learning experience.

The Interpersonal Sphere

The third stage in a professor's progression toward teaching excellence described by Shermon et al. comes when the teacher becomes

aware that a powerful variable in the teaching-learning paradigm is the nature of the learner and thus moves fully into what we have labeled the interpersonal sphere. Reaching the student becomes an important new goal of teaching and attention is paid to student characteristics in an attempt to make meaningful connections between teachers and learners. This pedagogical variable has been increasing in importance for several decades, as the college going population has become more diverse in age, gender, class, and racial patterns. In the past, higher education consisted mainly of a homogeneous group of professors teaching a group of students much like themselves. However, the situation has changed radically in recent years and will continue to do so in the future. Writers of a recent article in the Pew Higher Education Research Program recently emphasized this point, as follows:

> While faculty have remained largely the same, the students all around them have changed. Today, less than half the nation's college students have proceeded directly from high school to college. They are older and more experienced than students of a decade ago. Today's college freshmen—a term that is rapidly losing its relevance—is as likely to be female as male, more likely to attend part-time rather than full-time, more likely to stop our after taking a course or two, more likely to be African-American, Hispanic, or Asian. (Policy Perspectives, Nov. 1991, Vol. 4, Number 1, Section A, p. 2A)

It takes courage and enormous energy to conceptualize the teaching role as one that must reach out to the wide diversity represented by individuals in each class, providing each student with the proper amount of challenge and support. One of our candidates put it this way, "I feel that it is my obligation to teach all students who want to learn and that the failure of a student who has this desire is my failure as an educator." At this stage, faculty conceptualize learning as active in nature. Students process information, integrating it with past experiences and developing an understanding of the material that leads them

inexorably toward their own unique world view. Faculty view the task of teaching as helping students engage in active learning through exercises that enable them to enrich their knowledge and conceptual bases. Planning and organization of classes become extremely important teaching activities and the faculty member gradually comes to view himself or herself as the director of a symphony, in which every student is a musician who must be encouraged to develop expertise in using his/her instrument, the mind, to its fullest. As one of our candidates said, "I realize that my students have different cognitive styles, different needs and different aspirations. I must reach all of my students, therefore, I strive to be guided by the students in each class."

The last stage in teaching, suggested by Shermon et al. is conceptualized as "a complex interaction which is unique and dynamic"(p. 79). Many faculty members never reach this stage. It has been referred to by others as being "artfully inviting" (Russell, Purkey, & Siegel, 1982). We regard it as the interactive sphere. In this sphere teaching is regarded as a cumulative act, one in which the teacher exerts his or her own unique and individual understanding in multiple ways to interact actively with a variety of learners. Professors at this stage typically have many years of dedication and learning in the discipline behind them. They know that facts change and that the scope of the discipline is daunting, especially to new learners. Therefore, they pick and choose wisely from the storehouse of their knowledge of the discipline, attempting to communicate the power of ideas, the structure of the discipline, the tools and methods of knowing used by the discipline, and their love of and commitment to the discipline to impressionable students. They become more than academic advisors to students; they embrace the role of mentor, opening up their storehouses of knowledge to students and inviting them to enter. They become less private about their understanding of their field and at the same time more willing to be challenged by their students as they develop in their knowledge and understanding. They understand that part of their function as a teacher is to help students discover their dreams. As one can-

didate said, "The true teacher builds dreams. Such construction comes from the sharing of knowledge with the students, but more fully from the sharing of self and thereby instilling the joy of discovery in each student. There is no better way to help students truly become the best they can be." This openness leads to additional change, transforming the teacher even as he or she works to transform the student.

The Transformational Sphere

The final sphere in our model is the transformational sphere. Faculty who operate in this sphere have so identified with their profession, their discipline, the act of teaching and their students, that their world views have changed. Central to their self-concepts is their role as a teacher. The opening lines of one nominee's philosophy of teaching epitomizes this stage, "Teaching is my life, a career that is filled with challenges and rewards that cannot be matched by monetary compensation. It is not just a job, but a tremendous opportunity to 'make a difference' in our students' futures." Another nominee remarked, "I am blessed in that I am able to earn my living and contribute something of myself to this world by doing that which I love doing. I often wonder how many people head to jobs each morning that they hate. It is a real privilege and pleasure to work with young people—our nation's greatest resource. I especially like the University environment because it allows me to grow intellectually while nurturing the intellectual growth of those I face in the classroom. In all candor, I really don't know what else I would want to or could do if I weren't so fortunate." Yet a third put it this way. "Teaching is not a profession; it is not an avocation; it is an apotheosis. To say that teaching is the highest calling of mankind begs the issue for it implies that the reward for teaching resides in the approbation of society. It does not. The rewards of teaching rest in the eyes of a student who suddenly grasps the concept, in the voice of a student who exclaims, 'I see!', and more fully in the soul of a student who asks, 'But, why!'"

Faculty operating in the transformational sphere have reached a point where their continued growth is almost assured because it is inherent in the act of being with their students. They gain their greatest sense of accomplishment from transforming the lives of their students and, at the same time, find their lives enriched and transformed by the intellectual interaction with students' minds.

It is important to note that each of the spheres in our model interacts with all of the others, influencing and in turn being influenced by activity in each of the other spheres. For example, faculty operating in the pedagogical sphere for the first time often find themselves writing articles about teaching that appear in professional disciplinary journals and thus affect the professional sphere. Faculty operating in the interpersonal sphere often find that their personal lives are enriched by on-going interactions with students both within and outside the classroom. Faculty who stop to consider why they teach and where the on-going energy for beginning each new term comes from, often admit that it is their growth in the professional, pedagogical, interpersonal, and transformational spheres that powers their own personal growth across a thirty- or forty-year career. In a very real way, involvement in and analysis of the act of teaching is the fuel that propels faculty growth in all five spheres.

Integration of the Transformational Teaching Model with Bloom's Taxonomy of Cognitive Domain, and Perry's Student Stage Theory

In this article, we have tried to create a different type of model to depict the transformational nature of teaching. It consists of interacting spheres which, taken together may represent the dimensions of excellence in teaching. Inherent in the model is the understanding that becoming a transformational teacher takes time and commitment. Not all

faculty will operate in the transformational sphere. Indeed, some faculty may consistently operate only from the personal or professional spheres. Others may operate from the transformational sphere with some classes but not with others. However, understanding that these spheres exist and that teaching, like learning, is essentially a developmental activity, may help faculty to envision a different type of teaching approach.

The real test of any model is whether it proves useful in helping to understand a given phenomenon. Part of the utility test comes from being able to make links between a new model and those that already exist. Table II shows the possible relationship between the spheres of teaching in our model, Bloom's Taxonomy of the Cognitive Domain and Perry's Scheme of Student Development in Learning. Students may operate at any level of Bloom's Taxonomy and any stage in Perry's scheme independent of the teacher's sphere of action. However, the sphere of action from which the teacher operates is likely to evoke reactions at the levels indicated in the table and may either promote or impede student growth toward the next level in Perry's scheme.

The first two spheres of the model of transformational teaching have no parallels in the other two areas. The personal sphere represents those qualities of personality which faculty bring to their roles as teachers. While characteristics such as civility, energy, and a sense of humor undoubtedly help faculty reach students, these characteristics are not specifically taught to prospective faculty and do not necessarily have analogs in either Bloom's Taxonomy of the Cognitive Domain or Perry's Scheme of Student Development. They are personal characteristics which mark the way in which faculty interact with their students. The professional sphere consists primarily of the faculty members' identification with a discipline. Once again, while dedication to the discipline is a condition that is necessary for teachers to develop toward excellence, it has no direct analog in either the Bloom or Perry theories.

TABLE II

Relationship Between Spheres of Professional Development, Cognitive Levels, and Stages of Student Development

Sphere of Teaching Development	Level of Cognitive Development	Stage of Student Development
Personal	Not Applicable	Not Applicable
Professional	Not Applicable	Not Applicable
Pedagogical	Knowledge	Dualism
(Cusp)	Comprehension	Early Multiplicity
Interactive	Application	True Multiplicity
Transformational	Synthesis, Evaluation	Commitment

It is interesting, however, that the third sphere of teaching focuses on the teacher's knowledge of pedagogy and compliments both Bloom's lowest level of learning and Perry's lowest stage of student development as learners very well. In these lowest levels, students conceive of the teacher as the source of all knowledge and their roles as learners are to accumulate bits of knowledge from their teachers in an effort to "learn the truth." Teachers, who are operating in the pedagogical sphere may well find that their own model of teaching, which conceives of teacher as central to all learning, fits the expectations of

the learners in their classroom. However, those same teachers may soon become aware of the uncomfortable fact that little long-term learning goes on when the teacher orates and the students take notes, memorize content, and "get the grade." Few faculty find real rewards in teaching at this level year after year.

As faculty move toward the cusp of the pedagogical-interactive sphere, they begin to teach toward Bloom's second level of the cognitive domain; comprehension. As they demand that students not only recall but also understand the nomenclature and concepts of a discipline, students may begin to move away from a dual perspective and toward a multiple one, in which they still see the teacher as the major authority figure but understand that not everything is known by one person. However, students' understanding in early multiplicity still assumes that there is an external truth and that as one collects bits and pieces of it that are known to different authority figures and puts them with other pieces of the truth that are constantly being discovered, one will eventually know "The Truth." Once again, faculty will not be satisfied with teaching only at this level, because it does not promote higher level cognitive skills in their students and, therefore, does not stimulate the professor's cognitive growth.

When faculty move into the interactive sphere, they place a new emphasis on student performance and on active learning behavior in and out of the classroom. They systematically confront students with problem situations that require application-level thinking. Students develop more independence and self direction in their learning, thus moving into the true multiplicity stage of student development in learning. They begin to regard their teachers as just another resource, albeit an important one. As faculty develop more assurance in this sphere, they begin to trust the growing ability of their students and raise their expectations to include student analysis of the material they are learning. This, in turn, helps students to reach Perry's stage of rela-

tivism in which they view themselves and their own knowledge as having legitimacy in the knowing process.

Finally, teachers in the transformational sphere expect students to operate at the synthesis and evaluation level of Bloom's Taxonomy. They understand that learning involves intellectual, personal, motivational, emotional, and developmental variables and is best measured by tests of higher level cognitive functioning (e.g., synthesis, and evaluative thinking). They are comfortable with students putting together their own insights into a new whole and delight in students who can make informed judgments based on emerging evaluative abilities. Students who are at this level and are fortunate enough to interact with teachers operating from the transformational sphere find it easier to enter Perry's final stage of development; commitment. They find that they are rewarded by these teachers for making their own syntheses, for making decisions based on their own evaluation of the educational material. Students at this high level, interacting with faculty who have arrived at the transformational sphere, are those who find it easiest to make an on-going, deep commitment to the discipline and to life-long learning. In turn, the professors find themselves challenged and energized by those students.

Toward the Future

A hopeful sign for higher education is the change that we are currently witnessing in the training of the next generation of academics. Under the influence of regional accrediting associations, and reflecting the national criticism of the professoriate, most doctoral level institutions are requiring training in teaching to be a regular part of the doctoral requirements. For example, the Criteria for Accreditation of the Southern Association of Colleges and Schools (1992-93), recognizing that graduate teaching assistantships are the primary route by which new members are inducted into the teaching academy, requires that all

graduate teaching assistants who have "primary responsibility for teaching a course for credit and/or for assigning final grades for such a course—must have earned at least 18 graduate semester hours in their teaching discipline, *be under the direct supervision of a faculty member experienced in the teaching discipline, receive regular in-service training, and be regularly evaluated."* (Criteria for Accreditation, Southern Association of Colleges and Schools, 1992-93, p.29.)

Perhaps models like this one may find a place in the proposed in-service training, preparing future members of the professoriate for the challenging and growth-filled careers that will be theirs as they strive to become teachers whose lives and identities are transformed even as their teaching efforts transform the lives of their students.

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On Rediscovering Self-Invitations to Education

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According to Michael Shaara (1974), at the end of the Battle of Gettysburg General Robert E. Lee told his closest associate, General James Longstreet, "You and I have no *Cause*. We have only the Army. But, if a soldier fights only for soldiers, he cannot win." Lee's central message to Longstreet was that they felt no deeply held motives that impelled them into battle. The critical element was that they had no self-invitation to their activity. Lee's statement encapsulates a great deal of wisdom that is of particular interest to present day educators who, like General Lee at Gettysburg, are in the throes of a challenging experience that begs the question: How can we succeed?

The Educational Challenge

The current educational challenge is not a product of malingering. Since the issuance of *A Nation at Risk* in 1983, educators have been reforming their programs energetically. Some gains have been reported but prominent Americans, such as William Bennett, former Secretary of Education, continue to maintain that the American Educational enterprise has deteriorated since 1980 (Jordan, 1994). Distinguished educational researcher, David Berliner (1993) wrote, "In

recent years, criticism of public schools in America has gained momentum because of low achievement of American students when compared with that of students of other nations" (p. 25). Barber (1993) reported, "Since then (1983), countless reports have been issued decrying the condition of our educational system . . . they have come from every side, Republican as well as Democrat, from the private sector as well as public. Yet for all the talk, little happens" (p. 39). In *Kappan*, Clark and Astuto (1994) stated, "The education reform movement of the 1980s and 1990s has produced disappointing results" (p. 513). Indeed, there is enough responsible unrest to support the contention that educational reform is generating a mighty tempest.

Since many of the recent educational revisions have involved either curriculum changes or legal adjustments such as new teacher certification laws, a look at other aspects of the problem seems warranted. Those further discussions could appropriately begin with a theoretical model that postulates human behavior as a function of skills, knowledge and attitudes. Several studies of educators' skills and knowledge have revealed some deficits, but even where those gaps do not exist or have been remedied, the system still is challenged as being ineffective. The attitudinal dimension offers some hope for explaining the genesis of our educational problems.

The attitudinal dimension is being applied by three schools in Washington, D.C. School superintendent Franklin L. Smith gave three school communities an opportunity to try some new programs and replace as many teachers as they wanted. The principals and neighborhood councils recommended that 107 of 125 teachers be transferred out and replaced. The reasoning for the transfers was described by Principal Helena Jones who said, "They (teachers) have a wealth of knowledge but *they're missing the motivational*, challenging part. Many of them aren't putting children first" (Horwitz, 1993, p. A1).

Having said that teachers have worked diligently, it may seem contradictory to imply that there is an attitude problem. However, when education's present challenge is placed in an attitudinal framework, a unique component is revealed. There is considerable reason to believe that the present context is causing educators to de-emphasize their own self-invitations to education and to shift their emphasis to external demands that are too diffuse and vague to satisfy. This situation may disorient some professionals by presenting them ill-defined goals that make it difficult to focus their efforts toward the education of individual children. This loss of focus leads to depending on the "norm" or group consensus.

Other-Directed Invitations

The ascendance of external invitations developed during the 1960s. Previously, public school teachers were long renowned for their adherence to well-defined personal values and practices, which had two major characteristics: Structured instructional patterns and Judeo-Christian ethics. These traits prevailed relatively unchallenged until the 1960s when significant groups demanded equal recognition. Thus began a steady turn toward both changing structures and pluralism, which required teachers to respond to widely disparate, culturally influenced invitations.

The emerging instructional climate required teachers to respond more actively to a vast array of patrons' invitations. This adjustment led to an other-directed orientation and diminished educators' awareness of their own experience. Teachers no longer used as many self-generated invitations for their professional practices. In sociological terms (Reisman, 1973), educators evolved from inner-direction to other-direction.

Educators' drift toward other-directedness is understandable since American society in general reflects this orientation. A chief symptom is the widespread dependence upon polls that serve to inform the populace about "normal" behaviors. Indeed, mental health is often evaluated in terms of a person's adjustment to societal norms. Frequently, it is considered positive to "just go along with the group." Investigations by Aspy, Aspy and Roebuck (1984) indicated that "just going along" is the most frequent level of involvement among students at all levels. Thus, "just going along" with the other-directed norm desensitizes teachers and students to their own talents, skills and abilities and the need to develop themselves as unique contributions to the larger world.

Self-Invitations

Reisman (1973) also maintained that other-directedness is an insufficient adjustment to a complex society. He advocated autonomy, which is the ability to transcend the social environment so as to ascertain one's internal invitations. This skill allows people to integrate their own thinking with that of others and to create synergistic relationships with them. Carkhuff (1993) referred to the notion of interpersonal cooperation as interdependence that is a condition in which individuals cooperatively integrate their separately generated data into higher order products. That is, each person thinks before merging his or her thoughts with others. The operative phrase is *each person thinks.*

The first step toward becoming a self-invited educator is to locate and solidify personal beliefs about teaching and thereby place one's own experiences more firmly into the educational equation. Generally, the recommendation is for educators to develop the skills appropriate

for inviting oneself. In this context, General Lee's admonition to General Longstreet may point to an especially fertile sector for examination: Do educators need a self-selected goal as a platform for generating their own invitations to education?

Delineating A Self-Invitation

A self-invitation differs from most popular conceptions of motivation because it refers to a personalized path that is important enough to impel a person to strive for a goal long after the attraction of extrinsic motivators has been exhausted. This trait is depicted in Rudyard Kipling's poem, *If*, which says, "If you can make your heart and nerve and sinew serve you long after they are gone." It also can be observed at the Holocaust Museum in Washington, D.C., where there are numerous illustrations of the victims' maintenance of a sense of direction far beyond the limits of most motivational theories. A self-invitation can be akin to a primordial urge.

A self-invitation can be differentiated from zealotry. A self-invitation enriches human activities by placing them in the framework of a larger, worthwhile goal. Conversely, zealots' desires shrink perceptions by obscuring everything but a tiny area of distorted personal concern. Finally, a self-invitation can be communicated rationally to responsible people who, though they may not adopt it, can affirm its "worthwhileness."

A self-invitation may be delineated and communicated by use of Carkhuff's (1993) problem-solving matrix. By making values public and assigning relative rankings, groups can insure that their self-invitations have met the test of public scrutiny. This measurable characteristic can enable both individuals and groups to specify a self-invitation through a systematic process:

Step 1: List and rate on a scale of 1 to 10 the personal or group values involved in the situation under consideration.

Step 2: Enumerate possible alternative courses of action to be taken in that situation.

Step 3: Interact your values with your options to determine the option that best fulfills your values.

An example may be helpful to illustrate the process. An elementary school faculty wanted to select a "better" invitation to support school reform. In a faculty meeting, three main values were identified: (a) Whatever innovation was tried, it must facilitate individual skill development; (b) It had to be feasible for the current structure and staffing levels; and (c) It had to provide a motivation for children to participate. The most important value (facilitate skill development)was given a rank of 10, while "feasible" received a rank of 8 and "motivation" a value of 6. Alternatives were discussed: (a) interest grouping for project development, (b) age grouping, or (c) ability grouping. Each alternative was rated on the degree to which it fulfilled each value using the following scale:

+2 = Completely encompasses the value
+1 = Moderately encompasses the value
0 = Does not affect the value
- 1 = Moderately negates the value
- 2 = Negates the value

Table 1 contains the results of the discussion. The option that most clearly fulfilled their values was project/interest grouping.

Table 1

		Project/ Interest Grouping	**Age Grouping**	**Ability Grouping**
Facilitative Skills	10	**+2/20**	**+1/10**	**+2/20**
Feasible	8	**+2/16**	**+2/16**	**+1/8**
Motivational	6	**+2/12**	**0/0**	**-2/-12**

TOTALS	**+48**	**+26**	**+16**

Self-Selected Invitation To Support Non-Grouping

Using this procedure, educators can examine their personal and group invitations to insure that they meet their goals. Invitations can systematically be explored to assess which are important enough to impel teachers to work enthusiastically. This selection process can be made much more comprehensive by using procedures such as those suggested by Carkhuff (1993). The salient point is that the assessments include personalized data.

Long-Term Effects of Self-Invitations

The long-term impact of self-invitations to education was examined systematically in two separate 35-year follow-up studies of two secondary schools (Aspy & Aspy, 1992). One was a coed public institution, the other an all male Catholic school. The same methodology was used in each investigation. A group of 300 convenient graduates from each school was interviewed by the same person. All open-ended interviews began with a question: What impressed you most about your high school experience? Though the details differed, in more than 95% of the cases the crux of the response was: What impressed me most was a teacher who really cared about teaching. Typical comments were: They had some enthusiasm; they had a purpose; and something excited them. The prime conclusion from these investigations was: Graduates' attributions of teachers' long-range impact are related directly to the learners' estimates of the degree to which their instructors were self-invited to education. *Only those teachers who were perceived as being self-invited* (a personally valued reason to teach) *had a significant long-range* (35-year) *impact upon these students.*

Conclusion

There is extensive evidence to suggest that American education is under attack. Recent efforts indicate that educators energetically are trying a wide range of strategies to meet the challenges. The profession has explored and revised its skills and knowledge. Now, there is reason to further examine attitudinal variables.

Since educators have been assaulted by a veritable deluge of criticism, it is reasonable to assume that in some instances morale is diminished. Pipho (1994) described the current situation as a "yelling match." Some teachers may need re-energizing. In this effort the most reliable reservoir of strength will probably be found internally. In order to tap into that rich resource some educators will need to explore their self-invitations to teaching. That is, they can benefit from reviewing the personal reasons that impel them to teach.

The delineation of personal reasons for choosing teaching as a career may be facilitated by a systematic process that considers personal values. Although there is social pressure to de-emphasize self-invitations as professional motivators, their efficacy can be demonstrated in a wide variety of practical settings, not the least of which was the founding of America. Several other items could be added to the list: the institution of public schools, the prevention of Polio, and the battle presently being waged against childhood diseases. At their inception, these self-invitations may have seemed either fantasy-like or inconsequential, yet they are profound.

Many educators enter the profession with a set of high aspirations that are eroded by interactions with people who offer other-directed invitations. Subsequently, the internally generated goals may recede and the intrinsic motivation is not replaced by extrinsic rewards. The

result is a diminution of personal enthusiasm for teaching. The remedy is to reinvigorate those self-invitations.

The body of this statement presents a procedure that may facilitate educators' search for their personalized goals. Of course, the preferred mode for identifying a self-invitation is to "feel a fire in your belly," but when that intuitive process fails, a systematic procedure may help practitioners locate a self-selected course until the flow of events delivers a more naturally energizing alternative.

In short, educators can benefit from claiming their professional territory by defining their personal and group missions. Certainly, patrons can make contributions to the educational process, but teachers, broadly defined, are the people who participate regularly in the steady task of facilitating the positive growth of learners. And broadly defined, education is humankind's most effective answer to its problems. Those who teach are participating in the activity with the greatest potential for elevating people to their highest levels.

A call to education is the most important self-invitation many educators have ever issued. It becomes their raison d'etre. They are empowered when they boldly assert their personal values and purposes. In short, they are at their best when they forthrightly affirm the reasons they invited themselves to teaching.

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Don't Fight, Mediate

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Peer mediation offers a way for students to settle disagreements without violence and without involving the traditional system of school discipline (Davis & Porter, 1985). Simply put, peer mediation offers another way for students to handle the inevitable conflicts of daily school life. Students trained as mediators help other students resolve disputes in a collaborative, win-win form of conflict resolution. In this way, students play a vital role in reducing violent behaviors and creating "safe schools." In this article, I present one high school mediation program that has been implemented and evaluated. First, a brief background about peer mediation is necessary.

Peer Mediation Programs

A peer mediation program is a way for students to resolve conflicts by learning to communicate successfully with other people. The program focuses on healthy self-esteem, a factor in the equation that determines a student's learning and overall success (Purkey & Novak, 1984). A healthy self-esteem depends on positive experiences that build confidence in students so they can solve their problems instead of worrying about them (Younge, 1993).

According to Koch (1988), the overall goals of school mediation programs are the reduction of behavior problems and the teaching of problem-solving skills. These programs teach collaboration as a productive way to resolve conflict and an effective method to prevent fu-

ture problems. They also help to develop student self-responsibility (Cohen, 1987b). Mediation encourages students (and teachers) not only to "just say no!" to negative behaviors, but to "just say yes" to positive alternatives (Gaustad, 1991).

Strong administrative support is critical to the success of any school mediation program (Cohen, 1987b). The school principal's support is particularly important to the implementation and development of the program and translates into: (l) granting released time for teachers and students to be trained in mediation skills; (2) developing procedures for referring discipline situations to mediation; (3) allocating funds for the program; and (4) scheduling time for a staff member to coordinate the program on a daily basis. Principals who model an inviting, collaborative style of conflict resolution also build a strong foundation for the program to be successful.

The objectives of the particular high school program presented in this article were aimed at creating a better school climate by helping teachers and students learn to find peaceful solutions to problems, to encourage student growth by teaching students personal communication skills, to reduce the amount of time administrators and teachers spend on conflict resolution, and to reduce the number of incidents of violence and suspensions for fighting.

Piedmont High School

Piedmont High School, located in Union County, North Carolina, has 940 students in grades 9-12. The student body represents wide social strata from farm families to residents of suburban housing developments. Approximately five percent of students are from minority families.

The Piedmont High School Peer Mediation program (PHSPM), began in the fall of 1991 and grew out of the interest, commitment, and support of the school administrators. PHSPM was developed using guidelines from *Mediation Program Development: Implementation Checklist* (Cohen, 1987a), which asked the following questions.

1. *Who Will Coordinate the Program on Site?* The PHSPM program was coordinated by an assistant principal and a faculty committee that included a school counselor, a Jobs Training Partnership Act (JTPA) coordinator, a business education teacher, an English teacher, a foreign language teacher, and a special education teacher. The assistant principal supervised the training of teachers and students, coordinated the mediation sessions, and publicized the program within the school and the community. The committee developed the program as a part of the school's discipline system.

2. *Which Students and Staff will be Trained?* Following the suggestions of Davis and Porter (1985), students were selected for training based on grade level, ethnic diversity, level of maturity, and sub-culture representation. Selection was also based on eligibility criteria: (a) a passing academic average; (b) no unsatisfactory conduct; and (c) no out-of-school suspension. The selection of mediators was primarily the responsibility of the faculty committee with input from the general faculty on the applicants' maturity and ability to interact successfully with their peers. Teachers on the faculty committee completed the mediation training along with the students.

3. *When Will the Training be Scheduled?* The training for the first group of mediators at the high school was scheduled for two school days in the first semester of the 1991-1992 school year and for the second group of mediators in the second semester of the 1992-1993 school year. Regardless of specific dates, mediation training should be completed in time for the trainees to assume the role of mediator before an extended break in the school calendar.

4. *Who Will do the Training?* Two staff members from the Dispute Settlement Program (DSP) of Charlotte, North Carolina conducted the first training session and were assisted by the assistant principal and faculty committee members. In the second year (1992-1993) the assistant principal, assisted by veteran mediators, conducted the training sessions for the new mediators.

The DSP is a community-based mediation service providing an alternative form of dispute resolution for the citizens of Mecklenburg County in North Carolina. As part of their outreach program, the DSP staff conduct training in mediation skills for faculty and students in the Charlotte-Mecklenburg school system. A list of other consultants who conduct mediation training is available from: MediatioNetwork of North Carolina, P. 0. Box 241, Chapel Hill, NC 27514-0241, (919-929-6333) .

5. *How Will the Mediation Program be Funded?* The major costs of any school mediation program include the trainers' fees, substitutes for teacher released-time, and miscellaneous costs including office supplies and incentives for student mediators (e.g., T-shirts). Possible sources of funding include local funds available for school improvement projects; state and federal dropout prevention funds; federal funds for drug-free schools; and funds donated by parent organizations or business groups. Sometimes, community-based mediation agencies may donate staff time to train students and teachers in mediation.

6. *Which Issues Will be Mediated?* Cases mediated during the first year of the PHSPM program involved physical conflict, argument, harassment, rumor, relationship, and property. Mediation was not recommended in cases where students' fights resulted in physical injury. However, in some cases involving physical conflict, mediation was offered as an option to reduce the number of days a student was suspended. For example, a student involved in a fight would have a

choice of three days of "Out-Of-School Suspension" (OSS) or one day of OSS with mediation.

7. *Where Will Mediation Sessions be Held?* The mediation sessions at Piedmont High School were held in a private conference room in the high school library. When that room was not available, empty classrooms or available administrative offices were used.

8. *When Will Mediation Sessions Be Held?* Mediation is more effective when the initial session is scheduled soon after a conflict occurs. Sessions in this high school program were held during class time and during lunch periods. Mediators were excused from class to mediate unless the mediator or teacher requested that the student not miss that particular class. Disputants were excused from class in order to resolve a conflict that was interfering with their concentration on school work.

9. *What, If Any, Are the Limits on Confidentiality?* Mediators discuss confidentiality with disputants before mediation begins. Confidentiality is guaranteed with limitations as required by law and school policy. Mediators are required to report to the school administration any mention during mediation sessions of child abuse, suicide, illegal drugs or weapons on school property, and situations that might result in personal harm. These exceptions to confidentiality rule are explained to the disputants by the mediators, who are instructed to keep all other information shared by disputants confidential.

10. *How Will the School-at-Large Be Informed About Mediation?* Students and teachers were introduced to the PHSPM program through mediation demonstrations at school assemblies and faculty meetings, through presentations in English classes, and in articles published in community newspapers. The mediation team produced a video tape of a simulated mediation session, which has been used to demonstrate the process to students, teachers, and parents. Announcements over the

intercom, posters placed around campus, and student testimonials have been used to encourage participation in the program.

11. *What Kind of Ongoing Training and Support Will Be Provided?* The PHSPM team meets twice during each semester to discuss concerns of mediators, disputants and faculty. Veteran mediators are used in the training of new students. Periodically, mediators are involved in simulated mediation sessions to sharpen their skills and to learn additional skills such as discontinuing sessions when disputants are not seriously involved.

12. *How Will the Program Be evaluated?* The assistant principal conducted an evaluation of the PHSPM program at the end of both the 1991-1992 and 1992-1993 school years. The evaluation reports were used to make recommended changes in the program and to communicate information about the PHSPM program to both school and community groups.

Program Evaluation

Evaluation of the PHSPM program was designed to determine program outcomes and to compare these outcomes with program objectives. The evaluation consisted of three questions:

1. Was the PHSPM program used by students and teachers to resolve conflict?
2. What were the outcomes of the program with regard to school climate variables?
3. Was the mediation process followed by mediators and disputants?

To answer these questions, information was gathered from three sources: mediation case reports; the Student Information Management System (SIMS) database; and surveys of the faculty, mediators, and

disputants. The quantitative data from these three sources were analyzed using frequency tallies and percentages of frequency. Questionnaire data were analyzed using a statistical software package from National Computer Systems Microtest™ Survey. Qualitative data from responses to open-ended questions were summarized and then categorized as positive or negative.

Question #1: Was the PHSPM program used by students and teachers to resolve conflict? Yes, the program was used to resolve conflicts involving students at Piedmont High School during the first year (November, 1991 to May, 1992) and the second year (August 1992, to May, 1993). In the first year there were 48 cases involving 21 mediators and 108 disputants (some students were involved in more than one case). In the second year there were 52 cases involving 114 disputants and 2 teachers (some students were involved in more than one case). Two cases in this year involved teacher-student disputes that were referred to mediation. The program involved twice as many 9th and 10th graders as 11th and 12th graders in both years (Year 1=66%; Year 2=81%).

Physical conflict, argument, rumor, and harassment were the leading causes of disputes referred to mediation. Cases were referred to mediation by teachers, administrators, counselors, and students themselves. Assistant principals were the main source of referrals in both years. During the second year there was an increase in the number of students who referred themselves to mediation. Information from the questionnaires for that year indicated a majority of mediation sessions produced written agreements and that these agreements were honored by the students involved.

Question #2: What were the outcomes of PHSPM program with regard to school climate variables? The number of reported incidents of aggressive behavior (student fights) actually increased in the first year, but decreased in the second year of the program. According to

second year data, the number on incidents of aggressive behavior dropped to approximately half the number reported during the first year.

During the second year of the program, two student-teacher disputes were mediated. These cases involved misunderstandings between teachers and students. Follow-up contacts indicated that the teacher-student relationship was more positive after mediation.

With regard to other school climate variables, there was no conclusive agreement among respondents during either year that the academic performance of students involved in the program had improved. There was some agreement among faculty surveyed that the behavior of mediators and disputants had improved during both years. Respondents indicated that there had been some improvement in the attendance of both mediators and disputants with greater improvement in the attendance of mediators. In both years, more mediators than disputants agreed that their satisfaction with school had increased as a result of participation in the peer mediation program.

Responses from all three groups in both years indicated strong agreement that the PHSPM program should continue during the next school year. The overall effects of the program as described by faculty and students were consistent with the benefits of similar programs found in the literature. The positive effects included fewer fights with fewer corresponding negative consequences and a reduction in tension among students creating a peaceful school climate. The program was linked to better student behavior in general with less time spent by administrators and teachers on student conflict.

Some concerns outlined by respondents in the first year that students used peer mediation to avoid going to class and to avoid punishment from the administration were again confirmed by all three groups surveyed in year two. In addition, other negative outcomes per-

ceived by these groups were the amount of instructional time lost to mediation sessions and the belief that mediation only helped some students.

Respondents made several suggestions for program modification. Two of these became recommendations. First, cases should be sent to mediation more quickly. Second, the program and its positive effects should be publicized more widely to students and to the school community. This publicity along with additional training for mediators would help to reduce the abuse of the program by those who participated in it.

Question #3: Was the mediation process followed by mediators and disputants? More than 50% of the mediators and disputants in both years indicated that mediators: (a) helped disputants find solutions to disputes, (b) explained the rules of mediation, (c) let disputants tell their side of the problem, (d) asked the disputants how they felt about the situation, (e) kept the session confidential, and (f) did a good job of listening. According to data from the second year, over 60% of both student groups reported that mediators established control of mediation sessions. A large majority of mediators and almost half of the disputants reported that they used skills they learned in mediation to resolve other conflicts.

Recommendations of the Evaluations

On the basis of the information gathered in the evaluations, the PHSPM program was recommended for continuation during the 1993-1994 school year. A majority of all respondents agreed that the program should be continued. More than 100 cases involving 230 students (disputants and mediators) were mediated in the first two years. The data indicated that the number of fights on campus decreased in the second year. There has been an increase in student self-referrals, one

indication of program success (Pilati, l993). Mediation has been used to successfully resolve teacher-student disputes. Teachers continue to report that they spend less time on student conflicts.

It was recommended that mediators be given further training in establishing and maintaining control of the mediation process. Mediators should be able to discontinue a session when disputants are not taking the process seriously or when not following the rules of mediation. Additional mediators should be selected and trained from the 9th grade since a large number of these students use the program.

The program evaluation should include summary case data collected during the l993-1994 school year for comparison with the earlier data. In addition, data should be collected to measure the effects of the PHSPM program on school climate variables and to determine if the program meets its objectives. These variables would include the number of students' fights, the number of days lost to OSS because of fights, school attendance, academic performance, students' satisfaction with school, teachers' satisfaction with school, teachers' time spent on student conflict, and students' use of mediation skills in everyday conflicts.

Suggestions for Implementation

Schools that are exploring peer mediation programs as "safe school" initiatives will want to consider three suggestions for implementation. First, a structure for planning, implementing, coordinating, and evaluating the program is essential. Implementation of a peer mediation program can become the responsibility of any school-based committee. The committee or team, a school-level group representing all school constituencies, would design the program to meet the specific needs and objectives of that school community.

Peer mediation programs are an integral part of any comprehensive conflict resolution program that teaches peaceful resolution skills. A successful program will include other components such as teaching conflict resolution skills in the classroom, developing cooperative discipline plans, and training teachers, parents, and students in mediation skills.

Ultimately, both the implementation and continuing success of any school mediation program requires the support of the administrative team. Administrators increase the activity and visibility of the program by referring cases to mediation and encouraging others to do so.

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Creating the Inviting Classroom Through a Competency-Based Guidance System

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For some years there has been growing interest in meeting both the affective and academic needs of students. For example, Goodwin (1989), Morse (1990), and Hoffman (1991) have supported the need to meet the affective as well as the academic needs of students in elementary schools. This article reports findings of a study that examined the effects of a systematic affective education program on students and teachers in an elementary school.

Background

Gerler and Anderson (1986) indicated that classroom guidance can have a positive influence on children's behavior, prevent problem behaviors, and improve attitudes toward school. A longitudinal study showed that guidance activities could have positive outcomes with student attendance as well (Gerler, 1980). Myrick, Merhill and Swanson (1986) found developmental guidance units to be effective in influencing student attitudes and behaviors.

Gysbers & Henderson (1994) recommended a developmental, competency-based guidance system incorporated as a curriculum component that includes student competencies, student outcomes, and evaluation procedures. Myrick (1993) noted that developmental guidance programs: (1) are for all students, (2) have an organized and

planned curriculum, (3) are sequential and flexible, (4) are an integrated part of the total educational process, (5) involve all school personnel, (6) help students learn more effectively and efficiently, (7) include counselors who provide specialized counseling services and interventions. These research efforts have culminated in several school systems adopting various guidance programs with the intent to maximize the effect on students' affective and academic development.

Purpose

This study used *The Grow With Guidance System* (Radd, 1988a) to examine its influence on classroom climate in the elementary school. The effect of this system was studied in terms of its overall impact on students and teachers' perceptions. *The Grow With Guidance System* is a comprehensive, developmental, prescriptive, competency-based guidance system that identifies student competencies, assesses outcomes, and evaluates procedures. The system is based on a participant/learner model founded on self-concept theory (Purkey, 1988), cooperation (Johnson, Houlbec, Johnson, & Roy, 1984) and invitational learning (Purkey & Stanley, 1991).

The Grow With Guidance System includes a: (1) positive classroom behavior plan, (2) positive self-talk and self-picture plan, (3) prescriptive/developmental curriculum system that includes a needs assessment, called *The Children's Affect Needs Assessment* (CANA), and an (4) implementation plan for staff development that includes a staff assessment survey taken by students, called *The Invitational Teaching Survey, Primary & Intermediate* (ITS-P&I). The K-5 curriculum includes activities in the strands of self, other awareness, self-control, decision making/problem solving, group cooperation, and career. Each activity includes the particular competency to be mastered. Each component of the program is based in a self-concept process, called the Self-Concept Series. Also, each

component is interactive and necessary for the system to work. (Brightman & Radd, 1985b)

Hypotheses

Two hypotheses were formed as the basis for this research:

1. There will be a significant difference between the invitational teaching practices of teachers who use *The Grow with Guidance System* and teachers who do not, as perceived by students.

2. There will be a significant difference between the affective development of students exposed to *The Grow with Guidance System* and students who are not exposed, as reported by students.

Method

An elementary school in a suburban school district near a major metropolitan area volunteered to participate in the study. The school is small to moderate in size and includes grades' kindergarten to fifth grade. The school population is primarily Caucasian with a wide range of social and economic levels represented. The researcher was not associated professionally with the school, but was located in a proximity for ongoing support and monitoring.

Participants

A total of 224 students and 11 teachers in grades' 1 through 5 of the school were included in the study. The total student population was randomly assigned into 11 classrooms. These were intact classrooms and represented a random, heterogeneous sample of students by grade level. Classes were assigned randomly to experimental and control groups. All of the teachers were female.

Instruments

Two instruments were used to assess students' perceptions, the ITS-P&I (Radd, 1989) and the CANA (Brightman & Radd, 1985a). Self-Report Questionnaires for teachers were also used. The reliability for the ITS-P&I was calculated using the Chronbach Alpha coefficient procedure. The reliability is .89 on the primary level and .86 on the intermediate level.

To develop the ITS-P&I for students in grades' 1-6, questions on the Invitational Teaching Survey (ITS, Amos, Purkey, & Tobias, 1984) were reworded and evaluated for the best possible organizational plan for children. Validity of the Invitational Teaching Survey (ITS) had been established on adult nursing students by Amos, et al. (1984). This researcher worked with Dr. Amos to establish organizational guidelines and a validating panel of experts. The panel of experts consisted of professionals who either worked in the development of the invitational teaching model or were leaders who used this model through application and training.

The ITS-P&I measures inviting teacher practices in the classroom. Invitational education is a perceptually based, self-concept approach to the teaching-learning process anchored on four propositions: (a) that people are able, valuable, and responsible and should be treated accordingly, (b) that education should be an activity, (c) that people possess untapped potential in all areas of human development, and, (d) that potential can best be realized by places, policies, and programs that are specifically designed to invite development, and by people who are intentionally inviting with themselves and others, personally and professionally (Purkey & Novak, 1984).

The ITS-P&I follows the format of the ITS (Amos, et al. 1984) and consists of 43 items using Likert-type scales to measure professionally

and personally inviting teacher practices. It consists of five subscores, two of which (commitment and consideration) are judged as personally inviting, and three other subscores (coordination, proficiency, and expectations) that are judged as professionally inviting. "Professionally Inviting Teacher Practices" are behaviors, such as coordination, proficiency, and expectation, that summon students to learn and appreciate course content. "Personally Inviting Teacher Practices" are behaviors, such as commitment and consideration, that summon students to feel good about themselves and their abilities in general. "Intentionality" is a construct that means teachers are aware of specific practices and behave consistently in an inviting manner.

The Children's Affective Needs Assessment (CANA, Brightman & Radd, 1985a) evaluates affective needs based on students' perceptions in the areas of self, other awareness, self-control, decision making/problem solving, and group cooperation. Concurrent validity between teacher and student self-reports for the CANA is .76 and reliability coefficients range from .75 to .93 for grades 1 through 5. This instrument gives a general overview of the affective functional level of each student and classroom. The CANA consists of 42 items. Responses are either positive or negative with percentage results given for each strand. Descriptions of the five strands are:

Self: Children's ability to define and describe feelings related to personal experience; children's conscious activity in relation to personal feelings; their opinion of and attitudes toward self; their willingness to accept self and find a place in the group in a positive way.

Other Awareness: Children's awareness of the needs of others, willingness to acknowledge the needs and to function accordingly; their ability to define and describe feelings in others related to specific experience; their awareness of uniqueness and differences of people.

Self-Control: Children's awareness of personal limitations and needs, and the extent to which they can assess abilities and skills; awareness of their own ability to set and remain within limits or boundaries and establish values; their ability to display acceptable social behavior.

Decision Making/Problem Solving: Children's ability to make choices from alternatives based on awareness of consequences; their awareness of personal and family values.

Group Cooperation: Children's perceptions of how they relate to working in a group in reference to the other members.

Design

Eleven classes in the volunteer elementary school were randomly assigned to experimental (classes = 7) and control groups (classes = 4). There were 2 experimental groups (XE_1 & XE_2) and one control group (Xc). The experimental groups experienced either an intensified or moderate system (moderate was one activity every week to every other week plus using all program components; intensified was two to three activities every week plus using all program components). The control group experienced a regular classroom environment.

Each grade level, grades 1 through 5, had at least one experimental group. The four classes of the control group were in grades 1, 2, 3, and 5. Each group was pre- and post-tested using the ITS-P&I and the CANA. At post-testing teachers completed the Staff Self-Report Questionnaire. The time frame between the pre-and post-test was 3 months.

Procedures

Two teacher in-service programs were conducted: a three hour in-service for all research groups and an additional three hour inservice

with the two experimental groups. These took place at the beginning of the study, prior to data collection. The experimental groups XE_1 and XE_2 met as needed throughout the semester. The experimental groups logged the activities selected.

The instruments were administered by the researcher or trained assistants. The participating students were permitted to seek clarification of questions on the instruments. Participating teachers and students were assigned a code number to assure confidentiality.

Analysis

Data were subjected to an F-ratio to determine whether the experimental groups differed from the control group. Differences between the intensified, moderate, and control group post-test scores were also analyzed as were the self-evaluations by teachers at the conclusion of the study.

Results

The following results were found to be statistically significant at the .05 level:

1. Teachers who used the experimental program, *The Grow With Guidance System,* were perceived by students as utilizing greater invitational teaching practices. See Table 1.

2. Students in the experimental groups demonstrated more positive self-control, as measured by *The Children's Affect Needs Assessment* (CANA).

TABLE 1

Invitational Teaching Survey

	df	F	p
Total			
X1, X2, XC	3,212	13.718	.0001*
X1, X2	1,13	3.667	.0577
X1, XC	1,93	19.628	.0001*
X2, XC	1,128	37.825	.0001*
Commitment			
X1, X2, XC	3,221	13.978	.0001*
X1, X2	1,138	4.569	.0343
X1, XC	1,94	17.7	.0001*
X2, XC	1,135	39.123	.0001*
Consideration			
X1, X2, XC	3,221	14.288	.0001*
X1, X2	1,138	3.504	.0633
X1, XC	1,95	21.716	.0001*
X2, XC	1,134	44.053	.0001*
Coordination			
X1, X2, XC	3,221	14.461	.0001*
X1, X2	1,138	4.602	
X1, XC	1,96	22.007	.0001*
X2, XC	1,133	39.827	.0001*
Proficiency			
X1, X2, XC	3,221	15.031	.0001*
X1, X2	1,139	6.044	
X1, XC	1,96	18.249	.0001*
X2, XC	1,134	41.41	.0001*
Expectancy			
X1, X2, XC	3,226	13.109	.0001*
X1, X2	1,142	1.854	.1755
X1, XC	1,97	22.09	.0001*

*($p<.05$)

Table 2 reflects the findings relative to the affective function of each student in the study. Only one of the five areas measured by the

CANA, Self-Control, indicated a significant difference. Therefore, only that subscale is presented in the table.

On Self-Control, the experimental groups XE_1 and XE_2 (teachers employing the intensified and moderate system) differed significantly from the control group. This finding suggests that students in XE_1 and XE_2 saw themselves as being more responsible and practicing safer behaviors than did the control group, an increasingly important behavior in today's world.

TABLE 2
Children's Affect Needs Assessment - Self-Control

	df	F	p
Self-Control			
X1, X2, XC	3,224	3.286	.0214*
X1, X2	1,141	0.089	.7661
X1, XC	1,95	6.161	.0148*
X2, XC	1,95	7.898	.0057*

*($p<.05$)

3. Teachers using the experimental program in an intensified manner reported feeling better about themselves, feeling better about their teaching, making changes to their teaching approach, and they reported better teacher-student interaction. See Table 3.

Discussion

This research suggests that a competency-based guidance system might warrant consideration as a strategy for integrating guidance into classroom management and curriculum to create and maintain an inviting classroom climate. In this study, *The Grow With Guidance System* (Radd, 1988b) was used in experimental classes and showed significant differences when compared with classes that did not use

this approach. *The Grow With Guidance System* essentially provides a systematic process for teacher-student interaction, which may result in an inviting learning climate.

TABLE 3
Self Report Evaluation - Staff

	df	F	p
Teacher Question 1	Have the Grow With Guidance activities helped you?		
X1, X2, Xc	1,100	6.97	
X1 vs X2, Xc	2,100		.1493
Teacher Question 2	Do you feel better about yourself		
X1, X2, Xc		8.6202	
X1 vs X2, Xc	2,10		.0229*
Teacher Question 3	Do you feel better about your teaching?		
X1, X2, Xc	1,10	8.6202	
X1 vs X2, Xc	2,10		.0229*
Teacher Question 4	Do you get along better with your students?		
X1, X2, Xc	1,100	8.6202	
X1 vs X2, Xc	2,10		.0229*
Teacher Question 5	Can you handle problems better?		
X1, X2, Xc	1,100	2.79	
X1 vs X2, Xc	2,10		.0716
Teacher Question 6	Have you changed anything in your teaching as a resu this approach?		
X1, X2, Xc	1,10	8.62	
X1 vs X2, Xc	2,10		.0001*

*(p<.05)

The data in Table 1 indicate that teachers with only three hours of training who used this approach were seen by students as behaving significantly different from those teachers without training and who did not use the program. Specifically, 18 of the 23 comparisons analyzed indicate a significant difference. This suggests that there may be

a reciprocal relationship between what teachers implement with students and their own personal and professional growth.

The data in Table 2 includes information regarding significant changes in student self-control as reported on the CANA. The other areas of Self, Other Awareness, Decision Making/Problem Solving, and Group Cooperation did not indicate significant changes. A possible explanation for this may be that the 3 month time frame for the study did not provide students with enough time to significantly change areas of intrinsic, developmental growth that are more longitudinal in nature. It is encouraging that students began to apply a greater understanding of the five areas in order to improve their self-control.

Future research may want to focus on the amount of training and the personal characteristics involved with teachers who use intensified guidance practices. For example, the results of teachers' self-evaluation following the study suggest that teachers who are trained in using systematic guidance programs differ in their perceptions about themselves, teaching, and interactions with students from colleagues who are not trained. In addition, this study found that teachers who use intensified practices in systematic programs differ from those who use moderate practices. These findings may be important considering the increased focus on human relations for teachers. For example, the state of Nebraska now requires that all teachers have a course in human relations before they receive teacher certification.

Although these findings may have been influenced by the short time frame of the study (3 months), the limited amount of time devoted to staff training (3 hours) and the absence of the researcher from the school (limited the interactions between the teachers and researcher), the results do suggest support for *The Grow With Guidance System* or a similar model.

On the basis of these findings the following recommendations are offered to enhance development of an inviting classroom/school climate:

1. Incorporate a positive behavior plan based in democratic principles in each classroom.
2. Examine ways that classroom policy and procedures may become intentionally inviting with students, and more congruent in terms of teacher-student interaction.
3. Consider administering the ITS-P&I or a similar instrument to receive feedback from students about the classroom climate and assess their feelings about being in school.
4. Support teachers by providing training in skills such as effective communication, facilitative teaching, and other human relations skills.
5. Develop a comprehensive guidance curriculum for all students. Present a guidance curriculum where students are actively involved; use cooperative learning and role-play when possible. Help students apply guidance skills in life experiences and report their results back to the classroom group.
6. Assist students in applying guidance skills within the school setting. For example, if you have taught the students how to use "I Messages," encourage students to incorporate them into academic as well as other experiences during the school day.
7. Encourage students and teachers to assess ways that their self-talk and self-pictures are congruent with their desired goals.
8. Incorporate self-concept learning experiences into every component of your systematic guidance program. Include these three steps of the self-concept series when possible: (1) All people are valuable (unconditional acceptance); (2) We demonstrate that we are remembering our value and the value of others by choosing behavior that is helpful and not hurtful to self and others; and, (3) We are responsible and accountable for our choices.

With the desire of society to meet the affective and academic needs of students, more educators have explored ways that those goals can be met. As a result, more educators recognize the importance of an inviting classroom in meeting affective and academic objectives. As demonstrated by this study, the use of a systematic guidance program may be a viable way to create and maintain a consistent and intentional inviting classroom for students and teachers.

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Personal Perspective

On Inviting Seniors to the Dance of Life

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Introduction

A friend of mine is a sturdy guy who gives an appearance of invulnerability. His crooked nose, scarred bald head and well-muscled mesomorphic body tell others quickly that he has had a few scrapes with "real life" and though his head is slightly bloody, it's unbowed. His earthy phrasing and sparkling eyes make it clear he's still strong at 62 years of age.

My buddy was an officer in the U.S. Marine Corp. He twice coached the state football champions and for ten years handled a major school system's toughest discipline problems.

I figured my good friend would be happy when retirement arrived and while we celebrated the occasion over lunch we laughed long and hard reliving some of his encounters. At the close of the "victory party" I commented, "You must be glad to be free from all that crap." His answer surprised me. He said, "I'm scared as hell. I don't know what I'm going to do. Oh, I'll stay busy, but I picture myself sitting in shopping malls with some other old codgers while we watch people

stroll through." I looked in his courageous eyes and saw his tears that underscored the deep fear this tough old combat veteran felt.

Since that encounter I have had similar get-togethers with other substantial retirees. There was the big Texan whose brilliance I greatly admired. We exchanged letters exploring complex intellectual issues. I assumed he was busily engaged in consultations with local enterprises so I asked about them. He answered, "Most of the days I just try to fill the time. Nobody *really* wants the advice of an old war-horse like me."

When a prominent school superintendent retired, both of us assumed that other superintendents would seek his services. He anticipated many and varied requests. But, two months into his retirement he shared with me that no one had even called to say, "Hello."

After this procession of retirement conversations, I got curious about the prevalence of the syndrome I called "retirement disuse." I conducted systematic interviews with 24 recent retirees (12 professional men and 12 professional women) and found their responses amazingly consistent. The crux of their statements was, "Nobody really wants my help. I'm discouraged and very afraid." As one of them said, "Don't retire." I came to understand why my Marine friend was afraid. Call it loneliness, neglect or just plain pain.

Disinvitation

My friends were disinvited. To offer a disinvitation is to disinvite someone to something. My interviewees were disinvited by society to senior citizenship. The message was: Don't grow older because when you retire there will be no use for your well-developed talents. There will be no real place for you.

Senior Citizenship

Senior citizenship means that a person has been around long enough to have finished a portion of their adult life. It is comparable to completing the first couple of chapters of the most interesting story you will ever write. It is the one you're composing as you live.

The *assets* of senior citizenship are powerful. First, an SC has *experience*. Herbart referred to the residuals of experience as an *Apperceptive Mass*. It was an accumulation of data resulting from the various inputs that one has received. He pictured it as a sort of bag we carry with us. It gets fuller as we live and only time can give a long range perspective to the contents. It's like me when I met a student I taught 40 years ago. Only then did I learn that the valence of Hydrogen was not the most important thing in all the world; especially when he showed me the scars on his head from the surgery for removing a tumor from his brain.

Second, SC's have *wisdom*. Again, time is the critical dimension. Wisdom is composed of principles that have held up across time. When we are young we use our limited data to form rules or principles that we test throughout the next several years. The data we gather tests those hypotheses and we revise them until we identify the ones that have predictability. They're our life's rules, our wisdom.

Third, SC's have *time to reflect* upon long range outcomes. Everyone has time to think but the folks immersed in the whirl of ongoing affairs have little opportunity to contemplate the patterns of events. Phrases such as "you can't worry about the depth of the swamp when you're up to your behind in alligators" are born out of the hustle and bustle of the "normal" travails of professional careers. But, when you step out of the "rat race" and slow down there is time to consider big pictures. Then it is possible to observe the flow of events and to

discern where things are going. The question "why" becomes more important than "when" and "how."

Fourth, SC's can devote more time to contemplating the well-being of the entire enterprise. They can practice *statecraft*. This means to be something like a captain of a ship. Members of the crew have primary responsibility for separate portions of the vessel but the captain is the person whose main task is to guard the whole operation. SC's can view the human family and speak for the totality of human life.

The Costs of Disinvitation

When there is an atmosphere that disinvites people to senior citizenship the assets listed above are lost to the mainstream. In a sense it as if a society loses its scouts or lookouts. Its vision becomes myopic and the long range effects of our actions are given short shrift. Indeed, the nation is experiencing this problem now. American industries are beginning to correct that malady, but unfortunately, the government continues to be issue-driven rather than long-term policy-oriented.

Another cost of the disinvitation accrues to the SC's. For many years there has been an assumption that mental functioning deteriorated inevitably with advancing age. This conclusion was based on "sound" logic. The arteries tended to occlude with age and less blood got to the brain. Also, the heart weakens and is less able to pump blood to the head. Finally, the blood vessels in the brain hardened and the neurons atrophied. In that framework old age inevitably led to lowered mental acuity.

All this logic was challenged repeatedly by people such as Grandma Moses, Sigmund Freud, Albert Einstein, and Vladimir Horowitz who did some of their finest work in their advancing years. Certainly, the example of Steven Hawking demonstrates that

decreased bodily function is not tied inexorably to deteriorated mental ability.

In the meantime, research has been exploring the relation between brain functioning and precise physiological events. The general findings indicate that the brain's chemistry is vital to things like memory and creativity. The brain responds to factors that invigorate its chemical interactions. Exercise increases alertness as do medicines such as caffeine and ergot mesylates. Indeed, many interventions show considerable promise. But, the best approach, as with all health problems, is prevention. That is, the preferred treatment is to avoid the things that have to be remedied.

A major question is: Why don't people work harder at preventing symptoms of loss of mental functioning accompanied by old age? The answer is bound integrally with the disinvitation to Senior Citizenship. The corollary is: Why retain an ability to think? Toward what end? If the answer is: You'll be able to sit around and watch TV. Then, a good case can be made that it is better to become less aware because the pain will be diminished. In a worst case scenario the individual thinks it is better to die and get out of the way. In fact, Governor Lam of Colorado asserted that it is everybody's obligation to die rather than use up resources that could be devoted to the young. All of which is based on the premise that Senior Citizens cannot be producers.

An alternative hypothesis is tenable. If senior Citizens were invited to participate in meaningful activities, then they would remain more mentally productive and be assets to society. Repeated reports indicate that some people apparently extend their lives until after an important event occurs. Certainly, Victor Frankl's description of survivors from concentration camps lends credence to this stance. This and similar data support the hypothesis that purpose has positive effects upon neurotransmitters and the processing of data. A problem is: Senior Citizens are deprived of meaningful data (purpose).

The deprivation of meaningful data and society's view of senior citizenship was demonstrated by a recent report about the relationship between old age and loss of mental functioning. A TV commentator reviewed studies that indicated a decline could be avoided by complex mental activity. He cited that college professors tended to maintain high levels of mental functioning. The spokesperson recommended that Senior Citizens could avoid mental deprivation by playing bridge. What an astounding stance! How many hands of bridge can a person play? And toward what end? People need real life problems that give them meaning and a reason to activate their neurons. There is evidence to suggest the rest will take care of itself.

Specific Recommendations

If our society tends to be disinviting to Senior Citizenship, then what can "inviters" do? First, they can assess their own expectancies of Senior Citizens and if they regard them as inevitable burdens then change that perception to viewing SC's as assets. This stance is based on a considerable body of research that indicates other people's expectations influence self-perception.

That shift in expectancy may be facilitated by conversing forthrightly with a Senior Citizen about serious matters, especially their areas of expertise. This extinguishes talking down to them, which is born of arrogance about the implicit superiority of the "young mind set." A good opening question is "We are considering doing _____. What do you think about that?" Instantly, the conversation communicates respect for the Senior Citizen and puts the dialogue into a meaningful framework. Quite probably, the SC will review a series of related efforts and will discuss the outcomes. The greatest value will be derived from a discussion of the SC's perceptions of the reasons for the failures or the limits of the successes. This process outlines the

cutting edges of the effort and can short circuit an extensive literature review because the SC has already factor analyzed the field and identified the frontier.

A second step toward generating a facilitative atmosphere for Senior Citizens is to invite them into classrooms to discuss real problems. John Wilde, a world famous philosopher, retired and moved into Gainesville, Florida. He was invited to attend a graduate seminar to discuss whatever topic he wished. He was asked what kind of atmosphere he desired and he opted for an informal one. The students and he dialogued for four hours! It was a great class! The key is an awareness of the rich resources, including intellectual, presented by Senior Citizens. They literally offer a vastly untapped opportunity.

Permutations of the foregoing example are unlimited. Include them in policy discussions. Ask them to review the development of movements and organizations. Explore their view of how new vistas fit with the flow of history. Ask them to compare new leaders with old. Ask them to react to some serious decisions you are considering. The broad principle is to start with the assumption that Senior Citizens are a rich opportunity and that *I* have something to learn *with* them. Honest dialogue is the key element.

Causes of the Disinvitation to Senior Citizenship

The major cause of the disinvitation is the competitive basis of our society. This causes us to be exclusive rather than inclusive. That is, we tend to look for reasons to eliminate competitors and to downsize our own responsibilities in order to lighten our load. In this framework retirement is a way to accomplish both goals. We eliminate a competitor and shrink our baggage.

The competitive "mindset" is perpetuated by the erroneous rationalization that says, "Competition is what makes America great." This has never been true and endangers the nation's survival. In the Information Age, progress depends on the exchange of honest information. Competitors distort information to gain advantages over each other. This will lead to catastrophes in this new climate when events unfold too rapidly to unravel misinformation and disinformation. Therefore, cooperation is dictated for societies that want to progress. Competition is dysfunctional except for some games.

Interdependence is the inevitable wave of the future and that will include everyone. Everybody needs everybody else because cleaning up our planet physically, emotionally and intellectually is a monumental task.

Reasons to Extinguish the Disinvitations to Senior Citizenship

The most important reason for inviters to extinguish the disinvitation to Senior Citizenship is that it is inconsistent with their posture. Second, it is dysfunctional to our society. Third, "inviters" have a personal stake in the process. They are moving toward that zone of their existence. Our collective situation is mindful of the sign that hung on a skeleton displayed in a surgical supply house in Louisville, Kentucky. It read, "Why stand and stare at me for as I am so you someday shall be." The truth is that we all are headed for old age or toward the alternative, early death. The way we treat seniors is a cultural pattern that eventually affects everyone. It is wise to develop a healthy culture.

Conclusion

If Senior Citizenship is made totally unattractive, then signs of it terrify us and we cringe at them. Gray hair is dyed. Wrinkles are covered with cosmetics. Supphose are concealed. The most traumatic question after 40 is: How old are you?

In short, society's disinvitation to Senior Citizenship robs all of us of our earned right to joyfully anticipate that period of our lives when we can share our wisdom proudly and beneficially with others. Now, there is general fear of retirement and old-age homes which in too many cases offer only custodial care.

"Inviters" know that all people deserve and need invitations to abundant life. Hopefully, they will offer it to Senior Citizens and reverse a trend that is frightening some very fine people who have entered their retirement years. Inviting them to celebrate life would be a most decent thing to do.

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