

INVITATIONAL EDUCATION FORUM

The Alliance Mission Statement

A democratic society is ethically committed to seeing all people as able, valuable and responsible, to valuing cooperation and collaboration, to viewing process as product in the making, and to developing untapped possibilities in all worthwhile areas of human endeavor.

Because the International Alliance for Invitational Education is dedicated to the perpetuation and enhancement of democratic principles, its mission is to enhance lifelong learning, promote positive change in organizations, cultivate the personal and professional growth and satisfaction of educators and allied professionals, and enrich the lives of human beings personally and professionally.

Invitational Education, a theory of practice, maintains that every person and everything in and around schools and other organizations adds to, or subtracts from, the process of being a beneficial presence in the lives of human beings. Ideally, the factors of people, places, policies, programs and processes should be so intentionally inviting as to create a world in which each individual is cordially summoned to develop intellectually, socially, physically, psychologically and spiritually.

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School of Education
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Daniel E. Shaw, Ph.D.
daniel@danshaw.net

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EDITORIAL COMMENTS.....

Welcome to summer! It was an unusual winter and spring for some of us. The eastern United States had the Blizzard of `93 and the west had the floods of the century. Two feet of snow fell in my neighborhood during the great Blizzard of `93. But, I wasn't in my neighborhood at the time. Like many people, I was snowed in somewhere that I did not particularly want to be--waiting for an airport to reopen so that I could catch a flight to a business meeting. It is now time to feel the golden warmth of sunlight and to be entertained by the beauty of flowers and trees of every color. Enjoy your summer!

Best wishes,

Paula Helen Stanley, Ph.D., LPC Editor, Forum
Department of Counselor Education Radford University
Radford, VA 24142

*Animals have their problems and their tragedies, but man [sic] seems to be the only creature who can talk himself into difficulties that would not otherwise exist.
Wendell Johnson, 1946 People in Quandaries*

FEATURE ARTICLES

We present a variety of articles in this edition of the Forum. Lynn Gussman, UNC Greensboro graduate student, describes an "orange" experience she had in a medical setting. Ron Kolenbrander, Assistant Professor, Radford University, offers ideas concerning the process of inviting the adult learner. A program used at Byrd Junior High School in Fayetteville, North Carolina to help students mediate conflicts in school is presented by Rosie Bullard and Larry Cheek of the Fayetteville Observer-Times. This program was developed as a part of a RJR Nabisco Next Century Schools grant. In addition, we include an article written by Katherine Glass Kirkpatrick and Eileen E. Moore concerning their experiences at the October conference for the International Alliance for Invitational Education. They highlight the importance of improving future conferences so that first-timers don't feel left out of the process. The Invitational "Helix," created by William W. Purkey, UNC Greensboro and John Novak, Brock University, will be presented as a framework for understanding the deeper nature of inviting and invitations.

Adventures in The Twilight Zone

Lynn Gussman
UNC Greensboro

My quest was simple enough; I needed medical advice regarding a wrist injury received 14 years earlier. My body had suffered an unfortunate encounter with a moving vehicle and the result was chronic arthritis-type pain in my left arm. As other doctors were not up to the task, I was directed here, to a well renowned, prestigious hospital. This was the home of the "Healing Gods" and was bigger than life. This hospital held great hopes for many people in pain. Ironically, the stark

walls, cramped corridors and lack of adornment seemed to speak the words "Abandon all hope, ye who enter here."

As I entered these hallowed halls, I requested information of a woman in a rush. I asked, "Where is the orthopedic clinic?" "Oh, Orthopedics is in the orange zone. You are in the white zone." As these words held absolutely no meaning for me, I pressed her for further directions. She furrowed her brows and sighed heavily. She explained that she was "white" and I was "orange" and I would simply have to find someone "orange" to show me where my doctor's office was. I felt sheepish. I had already offended one of the gods. I knew I had many rules to learn and hoped that these gods were forgiving. I consulted a "You are here" sign and carefully wound my way through the dim corridors toward the "orange zone."

Several wrong turns later, I had arrived. I was greeted by a god who demanded my "green card." I confessed that I had no such possession. She promptly informed me that I could not gain admittance to this or other "color" zones without a "green card." I must return to the white zone, get a green card and return to the orange zone immediately. I was perilously close to being late to register for my appointment which apparently presented a crisis. Feeling this sense of urgency, I hurried back to the white zone. I regretted not leaving a trail of bread crumbs to find my way back.

Once in the white zone, I waited in one line, then another. I was told to sit in a room down the hall until the green card could be made. I thought about the amazing technology of the twentieth century. We had apparently progressed as a society so far as to be able to define an entire human being within an eight digit number punched on a plastic card. I was charged only one dollar for this powerful object containing my identity, certainly a bargain. I was warned that should I be so foolish as to lose my green card, I would be fined an additional dollar as punishment.

I rushed on to the orange zone, card tightly clasped. The keeper of the orange zone smiled, very pleased with my shiny new card. She then directed me to the orange waiting room. The waiting room was smartly decorated with signs which shouted "Do not touch the T.V!" and "Only one friend/family member in the waiting room!", and of course, "No eating or drinking!" Having been told that I was to be at the hospital all day, I had brought an apple and a granola bar in my purse. I secretly prayed that I would not be caught with such contraband, should I be accused of the heinous crime of "eating." I shuddered. Would they shave my head as punishment?

I waited for two hours and then heard my name over the loudspeaker, "Lynn Gussman, come to unit B of the orange zone." Was this where I would finally meet my brilliant doctor? No, I had several more hours to wait for the auspicious moment. Unit B of the orange zone was a card table in a hallway with an irritable, sweaty medical student behind it. This god barked out "one word" requests for information. My answers were shortened to two or three words which he scrawled onto a form constructed of hideous little boxes. This was strictly a "just the facts" kind of affair. When I dared to offer details about my long history with this injury, he informed me that he was not the doctor I was to see and that I was simply being "processed." I immediately got a mental picture of lunch meat.

The medical student shoved a form into my hand and ordered me to the blue zone. I was to have x-rays taken and return with the appropriate paperwork. Having brought recent x-rays with me, I felt that another series of x-rays was unnecessary. Upon expressing this concern, I learned that "having thoughts" was a bad idea while in the orange zone, let alone expressing such thoughts. Clearly annoyed, the student insisted I follow these directions lest I be deprived of the wisdom and healing power of the gods (i.e., I could not see the doctor.) Clearly disobedience of any type was not to be tolerated.

Muttering under my breath, I wandered the halls in search of my friend, the "You are here" map. The blue zone was much like the orange zone, white zone and every other "zone." The one exception is that some patients were required to wait in a hall clad only in paper gowns. After a significant wait, I was x-rayed, berated for failing to keep my elbow in the designated position, x-rayed again and promptly told to return to the orange zone.

Upon returning to the orange waiting room, I found that I had plenty of time ahead of me to think about how I had transformed from the friendly, counselor-type person to an increasingly hostile, frustrated "patient." This transformation was on par with Kafka's "Metamorphosis." Yes, I could sympathize with Kafka's Gregory. The industrial revolution had come and reduced poor Gregory to a non-human. He simply was an anonymous worker; a thing to be used. His needs were secondary to the goals of the establishment. Gregory turned into a giant cockroach. This amazing outcome was the result of his defining human characteristics being stripped away as not to interfere with the goals of the establishment. I scratched my itchy new antennae.

I thought about the signs and rules. What do the really say? In this orange zone, human needs are far down on the list of priorities. Eating interferes with the goal of having a tidy waiting room, therefore it is forbidden. Coffee might be spilled, crumbs might be dropped. Stopping to smile, be friendly or to call someone by his or her name is damned inconvenient; all unfortunate examples of human needs getting in the way of the practical and expedient. Common courtesy was certainly an invention of heretics who failed to appreciate the beauty and splendor of bureaucracy.

The entire day was almost gone. I was longing for human contact. I looked at the blank faces of my comrades. We had sat together for hours in silence, flipping aimlessly through magazines and postponing our living as it might interfere with some hospital objective. I reached out and invited. The invitations were kindly and graciously accepted. As a group, we talked and shared stories. Some people told about what fine medical care they had received. However, we all indicated with our words or our eyes that we felt small and unimportant in the shadow of the all great and powerful hospital. Could this be the beginning of a revolution? As we chatted, I felt my exoskeleton becoming human flesh again.

The day had almost expired when the loudspeaker squawked out my name, "LYNN GUSSMAN, ROOM 3C OF THE ORANGE ZONE." I walked apprehensively down the hall to meet the most powerful god of the orange zone--the chief surgeon of orthopedics. Over the past several years I had followed a long, hard trail of painful and expensive testing. Could this man repair my wrists? Perhaps, more importantly, if he peered into my eyes, would he see anything behind the healthy retinas? Like other people in our world, some doctors can and do embrace others as spiritual beings, some cannot, and some choose not to.

The moment had arrived. The eminent surgeon glanced at one x-ray, then a bone scan and tossed them gingerly on the desk. "Well, you'll need surgery. I'm not convinced that it will do that much good, but it will probably relieve some of the pain. it is an old injury and you'll just have to live with discomfort. We'll do another bone scan, and have a hand specialist look at you on Monday; meanwhile we'll set up a surgery date." Why was another bone scan necessary? What precisely would the surgery involve? What were the benefits, options, and risks? He was gone.

A medical student looked at me sympathetically. "Be back on Monday?" He was trying to be encouraging, God love him, and I deeply appreciated it. I knew I would not be back. My mind was set. I was fully ready to accept and live with my relatively minor disability and discomfort. I was terrible exhausted and disappointed, but strangely peaceful and content in my resolution.

I wandered toward the yellow zone where I would pay my bill. I was finishing a journey that had actually begun fourteen years ago the instant I was struck by that car. Over the years, I had seen many faces of health care providers, many caring, but, too many uncaring. There were too many bills, too many hours in airless waiting rooms, too many disappointments, too many rules, too many "you are here" signs. I was happy to accept my pain in return for being freed from the pages of Kafka's writing. I handed the woman a check which will be tucked away in some great warehouse. My social security number will continue to echo within the confines of the computers for a time. Eventually, my green card will expire, and then with one stroke of a key, my number will be obliterated, and thankfully, I will cease to exist.

Lynn Gussman is pursuing her graduate degree in counseling in the Department of Counseling and Educational Development at UNC Greensboro, Greensboro, NC. Lynn Gussman, 4603 Sue Ellen Court, Greensboro, NC 27405.

Man [sic] wishes to be confirmed in his being of the other.... secretly and bashfully he watches for a Yes which allows him to be and which can only come from one human person to another.

Martin Buber, 1965 The Knowledge of Man

Inviting The Adult Learner

Dr. Ronald Kolenbrander Radford University

"The philosophy of the successful educators who work with the non-traditional adult learner must be one of understanding the learner needs, to openly address those needs which include their apprehensions, fears, and outright `cannots'" (Gurwit & Whitely, 1991).

The above quote speaks to the way educators must view the increasing number of adults who are entering colleges and universities, if those adult students are to be successful. With the increasing number of nontraditional students entering colleges, this need for higher education to examine its response to these students has become imperative.

The research suggests several areas which adult students have indicated are problems for them in attending higher education. Many of the difficulties that adults report center around the way the university provides services for its students. Most colleges are set up to meet the needs of students aged 18 to 24. What this means in practical terms is that often registration, financial aid, bookstores, and other important offices are closed after 5:00 p.m. when the adult is off work and can visit with university personnel about their concerns. Additionally, because most professors have office hours during the daytime, adult students frequently cannot reach their advisors. Often these students find difficulty in getting parking permits because the required person is not available when the student arrives. Or, they cannot register early when they have a day off of work because their schedule does not correspond to the university's schedule for registration. Are these concerns minor in nature? They may seem insignificant for the person who reads these complaints, but to the person struggling to balance family responsibilities, financial concern, time constraints, and seeking to resolve doubts about their ability to succeed in college, the concerns are very real.

Adult students have expectations of the institution which differ from the typical undergraduate. Many see the university as a business whose purpose is to serve them, the customer. As in dealing with a business they may expect higher education to adapt to the customer's (student's)

needs. Certainly, higher education can meet these students part of the way while maintaining its basic structure.

Several authorities point out that failure at any point in the process to meet student needs can result in the student giving up on the institution for years and years (College Entrance Examination Board, 1990; Gordon & Grites, 1984; Willner, 1979).

Often all the institution needs to do is make a commitment to the adult student. This commitment can take the form of staggered schedules for personnel in offices which serve students, having forms available in several offices, scheduling classes evenings and weekends, and demanding fewer signatures on required forms.

At Radford University, we have a cohort group of adult literacy professionals who are working toward a Master of Science degree. We have sought to meet their needs by scheduling classes on Friday night and all day Saturday, simplifying the registration process, and providing a reduction in university fees. Further, the cohort has an advisory group which presents their concerns to faculty. This format provides the opportunity for students to become aware of faculty concerns and restraints, and the faculty is made aware of student concerns. It has helped to keep the lines of communication open among all parties.

Colleges and universities will be called upon to serve increasing numbers of adult students. They cannot afford to ignore the needs of these non-traditional students. Indeed, many of the changes which would assist the non-traditional student would make higher education more inviting to the traditional age college student.

Dr. Ronald Kolenbrander has a Ph.D. in Adult Education from Kansas State University. He teaches Secondary Education and Adult Education at Radford University in Radford, Virginia. He taught social studies in the public schools for 16 years.

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There are people whose feelings and well-being are within my influence. I will never escape that fact.

Hugh Prather, 1977

Notes on Love and Courage

Resolving Student Conflicts: Douglas Byrd Junior High Models The Way

Rosie Bullard, Director

STAR, Byrd Junior High School Fayetteville, NC

The Rev. Martin Luther King, Jr. said that "People fail to get along because they fear each other; they fear each other because they have not communicated with each other."

Too often in our public schools, students deal with conflict with a "fight or flight" stance.

Moreover, violence in schools is occurring at an alarming rate. A breakdown in communication is either a cause or an aggravating factor of many conflicts.

Douglas Byrd Junior High has recognized that schools must develop a proactive response to handling student conflicts. Effective communication through collaborative problem solving are the objectives of a special ninth grade Leadership class established as a component of Byrd's Next Century Schools STAR Initiative. For two and one half years, the leadership students have provided services as peer mediators. They receive comprehensive training in settling differences from the community's Dispute Resolution Center. Their teacher, Connie Peebles, and school counselor, Pat Jones, provide on-going instruction and support.

The peer mediators were visited by local newspaper columnist Larry Cheek in December. We would like to share the subsequent Fayetteville Observer-Times article by Larry Cheek printed Monday, December 21, 1992:

THE MEDIATORS

Victor Aken and Nicole Landry, teen-age mediators, were serious beyond their junior high school years. They were impartial, they told the three warring Douglas Byrd Junior High students seated at the table. They would listen to each side.

The other side wouldn't interrupt, call names, or fight.

And everybody agreed to solve the problem, right?

"I don't even know why I'm in here," said the boy, sitting across from the two girls who had brought their complaint to mediation.

But they knew. He had asked one of them an insulting question. She was angry about it. "You shouldn't be talking to other people," she said, addressing Victor Aken with a comment that was obviously aimed at the boy across the table. "It's a person's own business."

The boy admitted asking the question. He said another boy had put him up to it.

One of the girls said the other girl had told her, "If he don't shut up, I'm going to smack him."

I'll Try

Nicole Landry said they need the other boy. The discussion was put on hold while he was summoned from class.

He arrived and said that all he'd done was laugh.

The first girl repeated that she was mad "and when I get mad, I like to fight."

Victor Aken, the mediator, thought he understood.

"It wasn't so much what they said, you just don't want them talking," he said.

"That's right," said the girl. "Don't say nothing about me."

It was time to wrap it up. The boys were asked if they would both agree to stop talking, and mind their own business.

They agreed.

And would the girl try not to get mad?

"I can't promise," she replied, "but I'll try. I'll try not to get mad so easily."

Whereupon everybody shook hands.

Dignity and Dispassion

It was an ordinary happening at Byrd Junior High. On 67 occasions this school year students have gathered with mediators to settle differences. On 62 occasions, those differences have been settled, and further trouble avoided.

And believe me, trouble can happen.

"This is better than getting suspended," one of the boys who had agreed to quit talking about the girls told me.

"It might have stopped a fight," said Victor Aken, a sentiment which was immediately echoed by the girl who had said she would try not to get angry so easily. I was impressed with the entire proceeding. Victor Aken and Nicole Landry were two of 17 young mediators at Douglas Byrd who had been trained for their tasks by the Dispute Resolution Center. On the morning I watched them, they handled their jobs successfully, and with dignity and dispassion.

No Peeking

After the mediation I sat with the 17 mediators in the leadership class they take under Connie Peeples. Anybody who thinks our schools aren't doing much should have been there with me, because what I saw in that class vividly demonstrates otherwise.

The leadership students talked of how students who don't want to fight are often forced into it by image, by saving face, by peer pressure.

Mediation thwarts those forces.

One young man offered the insight that mediation enables each party at the table to better understand what the other party feels, and is going through.

From this understanding can then come accommodation, and agreement.

Some of the agreements are strange. "Mediators got two students to agree that when they passed in the hall, they wouldn't make eye contact," said Mrs. Peeples. "They'd look the other way. It's working."

"Mediation helps because we (the mediators) aren't high and holy," said a girl who admitted that because of what she'd learned as a mediator, the fight she'd been involved in last year couldn't happen this year.

Fights are down.

Communication is up.

And so are the rewards for the mediators. As one young man said, "After a mediation, one boy came up to me the next day." He said, "Thanks to you, I've got my best friend back."

Nothing is more dangerous than an idea when it is the only one you have.

Roger von Oech, 1983

A Whack On The Side Of The Head

We Couldn't Sing So How

Could We Be Inviting?

Katherine Glass Kirkpatrick, Ph.D. and Eileen E. Moore, Ed.D Birmingham-Southern College

Have you ever felt like the meeting was going on around you but you couldn't figure out what was happening? Something similar happened to us at the Invitational Education Conference where there was an inner circle and we weren't in it. Lots of singing tasks were called for and we

couldn't sing, and, as we were first-timers, we were disappointed that neither Dr. William Purkey nor Dr. John Novak gave an official address.

What was going on? The invitational education we were looking for has more depth than an old-time revival meeting, more process than product. That's not to say we didn't come away with a wealth of ideas and a deeper appreciation for the integrity of the concept.

Both of us sat in the key-note meetings in particular and translated the speeches into ideas we could apply in our own situation. Just some of those ideas include a "passport" for student teachers to show our security force and enter the curriculum lab in the evening and on the weekends, get our educational honorary fraternity to write an invitational school booklet for new students, add "An Inviting Place" to our division stationery, have each faculty write one postcard each week to the parents of one of our students, and find some means of giving away ownership of our curriculum lab to the students. It was fun to sit down when we got back to our offices and find how many of our ideas matched or how one idea spun into a better one from our notes and some time.

Beyond the more tangible ideas, we came back with a determination to make a bigger difference in our setting. This goal will extend the professional renewal within invitational education. A big part of the goal can be expanded from the additional information we learned and the books we bought, especially on the international and multicultural facets. The old friendships renewed and new ones made at the conference will reinforce our efforts.

Probably the best rethink we had as a result of the conference was that it encouraged us to maintain and expand our NCATE theme of inviting students at the college level to learn and to maintain and expand our knowledge base of invitational/developmental learning. The scientific theory of constructivism is the actual reason we think invitational learning works so well. Since we are trying to better model teaching constructively in a most inviting way, our time together to share thoughts and present our program caused us to see ourselves through the eyes of our audience in a more real way. The commendations we received from our NCATE review team on our theme and knowledge base reaffirm our efforts and steady our thinking.

Several ideas flow from our rethinking process that might have made the meeting more productive for us. While we were there, networking during some of the meetings would have been helpful. Also, one of the gurus speaking, either Dr. Purkey or Dr. Novak, is a must. And focus more on the true concepts of invitational learning. It's fine to have plants in the hall but what is going on in the classrooms?

To conclude with the revival analogy, we want more professional testimonies from each other on the inviting teacher, the inviting classroom, and beyond the inviting school setting. Let's get beyond the singing and on to the message before the "amens" start. While respect for the gurus and their message is established, we want to be invited to "sing the same songs."

Dr. Katherine Glass Kirkpatrick and Dr. Eileen E. Moore are faculty in the Division of Education at Birmingham-Southern College, Birmingham, Alabama. They attended the October 1993 conference of the International Alliance for Invitational Education.

INVITATIONAL EDUCATION: BEYOND THE SURFACE

Paula Helen Stanley, Ph.D., LPC Radford University

*'Truth is all around you; what matters is where you put your focus.'
Roger von Oech, 1983 A Whack on the Side of The Head*

Invitational Education and invitational theory have officially existed for over a decade now. But it has its unofficial beginning with the book, *Self-Concept and School Achievement* written by William W. Purkey in 1970. Since 1970, numerous articles, books, and monographs have been written concerning invitational theory and practice. A new language has been created to express the concepts essential to invitational theory.

Like any concept or theory, invitational education or invitational theory is never completely defined or elucidated. There is continuing thought and discussion about the deeper meanings of invitational education and how those meanings can be clearly communicated to others.

William W. Purkey, UNCGreensboro and John Novak, Brock University have recently completed a manuscript entitled, "The Invitational Helix: A Systemic Guide For Organizational Change." The intent of this article is to more fully describe the deeper meanings of invitational education. It provides a "guidance system" one can use to apply Invitational Theory.

The model is a 12-step guide that proposes four hypothetical stages of change: "Awareness," "Understanding," "Application," and "Adoption." There are three phases: "Introductory" (skill stage), "Intermediate" (craft stage), and "Advanced" (art stage). The model makes it possible for a person to identify at what stage and phase a person or organization is functioning.

The significance of this model is that it offers a hierarchical representation of invitational theory. For example, putting plants in the lobby and giving "gold cards" to students with perfect attendance for a month are important ideas to use in a school. They represent activities performed by a school functioning at Phase I: The Introductory Skill Level of the HELIX.

Organizations at the Phase II: Intermediate Craft Level move beyond awareness of invitational theory and implementation of immediate changes in the environment. Workshops which offer more in-depth study of invitational theory are scheduled and a more systematic approach to apply what is learned at these workshops is developed. For example, individuals within the school are placed on 5 teams, each representing one of the "5 Ps:" People, Places, Policies, Programs, or Policies. The organization is then studied by examining each of the "5 P's." How can each "P" be improved within the organization? Goals are set to make the improvements that are needed.

Phase III: Advanced Art Level represents an even greater commitment to invitational theory. The goal of this phase is to create an invitational "gestalt" within the organization by offering advanced leadership training in invitational theory. At this level, members of the organization use invitational theory as the basis for school functioning and act to deal with societal issues such as racism, sexism, and democratic values. The "5P's" of the school reflect the invitational philosophy that are based on 5 basic assumptions: (1) people are able, valuable, and responsible and should be treated accordingly, (2) organizations should be cooperative and integrative, (3) process is as important as product, (4) people possess untapped potential in all areas of worthwhile human endeavor, and (5) human potential can best be realized by places, policies, processes, and programs specifically designed to invite development, and by people who are intentionally inviting with themselves and others, personally and professionally.

A major contribution of "The HELIX" is that invitational education is more than putting plants in the lobby and singing songs at staff meetings. These are important activities and yet by

themselves are limited in what they offer. Purkey and Novak's article which introduces "The Helix" will be included in a forthcoming publication to be received by all members of the Alliance.

Other resources that provide a deeper look at invitational education include the Journal for Invitational Theory and Practice (Jack Schmidt, Editor) and Advancing Invitational Thinking (John Novak, editor). The Journal For Invitational Theory and Practice provides articles that extend the meaning and application of invitational theory.

John Novak's Advancing Invitational Thinking consists of several chapters written by individuals who apply invitational theory in many settings and in various disciplines. There are chapters concerning self concept, teaching, teaching supervision, multi-culturalism, and counseling.

Another resource that might be useful in understanding invitational theory at a deeper level is an article written by Judy Stillion and Betty Siegel entitled, "The intentionally inviting hierarchy." John Novak has also written an article entitled, "Critical imagination for invitational theory, research, and practice" in the Journal of Invitational Theory and Practice. In addition, several books have been written concerning invitational theory and can be purchased from the Alliance.

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*Books starve from lack of reading.
Pianos starve from lack of playing.
Houses starve from lack of living.
Children starve from lack of loving.
Schools starve from lack of inviting.
WWP*

THE INVITING SCHOOL

More and more schools are applying the ideas of invitational theory. Judy Lehr, Coordinator of the Inviting School Awards Program has provided a list of schools which have received the award. In addition, she has shared several letters which describe inviting practices at schools. Lisa Flanagan, secretary, Department of Counselor Education, Radford University, offers ideas concerning the inviting workplace. It describes an inviting approach to staff working together effectively.

Brief articles describing inviting ideas used by several schools also are included in this section.

Once you dig a little deeper, of course, you realize that though we more likely fear and hope for the same things, nobody is ordinary.
Ira Sadoff, May 5, 1993
The Chronicle of Higher Education

Schools Which Have Received The Inviting School Award

Dr. Judy Lehr, Department of Education, Furman University, Greenville, SC, and her assistants have prepared a list of schools which have received the Inviting School Award since September 1992. To be considered for the Inviting School Award a school is nominated by a member of the International Alliance For Invitational Education. Each member is limited to one nomination per year. To nominate a school, the member writes a letter to Judy Lehr, the Coordinator for the Inviting School Award, describing the qualities and activities of the school that indicate that it follows the philosophy and principles of invitational education.

When Lehr receives the letter she sends a packet of information to the nominated school. The school is asked to bring together a committee of teachers, staff, parents, and students who rate the school on an instrument called The Inviting School Checklist. Schools return the checklist and Lehr's Inviting School Award Committee evaluate the school. Lehr then notifies the school of the decision of the committee. If the school receives the Inviting School Award it receives 2 attractive and large decals to place in the school indicating that it is an "Inviting School."

If you would like to nominate a school or would more information about the award, please write to: Dr. Judy Lehr, Department of Education, 3300 Poinsett Highway, Greenville, SC 29613-0434. The following schools have received the Inviting School Award between the time period of September 19, 1992 and May 5, 1993:

Holloman Primary School, PO Box 1209, Holloman AFB, New Mexico 88330. Principal: Kate Asbill.

Kanawha Elementary School, Rt. #1, Box 38A, Davisville, WV 26142. Principal: Jeff Payne.

Hobart Middle School, 200 W. Walnut St., Painesville, OH 44077. Principal: Brent McGarvey.

Shelby Elementary School, PO Drawer 246, Shelby, AL 35143. Principal: Samuel L. A Hedge.

Wilsonville Elementary School, 40 School St., Wilsonville, AL 35186. Principal: Rosemary Liveoak.

Richmond High School, 118 Main St., Richmond, ME 04357. Principal: Gregory J. Bartlett.

Hillsdale Middle School, 144 North High St., Jeromesville, OH 44840. Principal: Dr. Robert Blanchard.

Chelsea Elementary School, PO Box 560, Chelsea, AL 35043. Principal: Rickey Darbey.

Ramsayville Public School, 3435 Baseline Rd., Ramsayville, Ontario, Canada KOA 2Y0. Principal: Carolyn Crippen.

Glenwood Elementary School, 2213 Round Hill Dr., Virginia Beach, VA 23464. Principal: John S. Kalocay.

Shelby County School of Technology, 701 Highway 70, Columbiana, AL 35051. Principal: Daniel M. Acker.

Die Laerskool Hennopspar, PO Box 12056, Clubview 0014, The Republic of South Africa.
Headmaster: Danee S. Van Heerden.

Hillsborough Elementary School, Hillsborough, New Brunswick, Canada EOA IX0. Principal:
Nancy Jonah.

**CONGRATULATIONS TO THESE SCHOOLS
AND THEIR ACCOMPLISHMENTS!!!!**

*For men and women are not only themselves; they are also the region in which they were
born, the city apartment, or the farm in which they learned to walk, the games they
played as children, the old wives' tale they overhead, the food they ate, the schools they
attended, the sports they followed, the poems they read, and the god they believed in.
W Somerset Maugham, 1944 The Razor's Edge*

Inviting Ideas From An Inviting School: Chelsea Elementary School

Dear Friends:

Chelsea Elementary School has developed into a magnificent Invitational School. The physical look of the elementary school has developed to exemplify a wonderful statement that says, "Come on in and learn." Our parental involvement is high. The staff and faculty have worked hard in improving communication skills and using new and innovative ideas in their classrooms. The physical improvements begin in the office area and continue throughout our building. Plants, rugs, framed prints, and curtains brighten the office area. It gives visitors, students, and administration a feeling of being in their very own home away from home.

Bulletin boards, cork strips, and framed children's artwork decorate the hallways. Children's artwork is not only displayed in the hallways, but can be found in the library, office, and lunchroom. Each grade is responsible for providing a bulletin board filled with wonderful messages and examples of work completed in the classroom. Our principal has his own bulletin board and takes the time to fill it with seasonal statements. Posted in the hallways are the names of the students-of-the-month, special messages, and a bulletin board that features two teachers each month. This bulletin board contains background information on the teacher. The children love to read about their teachers.

In addition to many changes on the inside, there are also improvements to the outside. We now have recycling bins for glass, cans, and newspaper. The children have also helped with the landscaping plans. They sodded an area between two of the buildings which we plan to make into a special observation area. this area will be renovated into an area that attracts birds and butterflies. The Student Government Association plans to purchase a park bench, plants, and a bird bath. Also, parent volunteers helped with the sodding of this area.

Parents make up a very important part of our elementary family. Our parents are not only involved with the P. T. O., but are volunteers for many clubs and services. Parents contribute their time and talents as they aid teachers in classroom projects, assist with the yearbook, and support extra-curricular activities. They also speak to the children during Career Week, volunteer for our Health Fair, share their talents during the holidays for special class projects, and eat lunch

with their children. Parents feel welcome and appreciated. In addition, our counselor has taught an Active Parenting course and received a great response. Wonderful, loving, caring, and special children need all the support they can receive, and with those qualities instilled in them by our great parents, they have a fantastic future ahead of them.

We have set aside certain days for Grandparent's lunch, Mother's lunch, and Father's breakfast. The children love to share their time with the people who influence their lives so much. We have an adopted Grandfather who is readily available to eat with the children whose grandparents are not able to attend.

Staff and faculty members have become more involved with the many new and innovative ways of teaching that are found in education today. Many of the teachers have designed their classrooms to accommodate students' learning styles. They have areas of dim light and living areas equipped with sofas and beanbags. Some of the classrooms are painted and papered with soft pastel colors and have added wooden reading lofts. Children love to read atop the loft. They might also choose to read below and curl up with a soft pillow.

A motivating factor for influencing the children to read is the bookworms hanging in our hallways. Each grade has a worm and each time a child reads a book, he/she completes a body part and adds it to the grade's bookworm. Our goal is to complete each worm above the library door.

Teachers are developing and sharing ideas on the whole language approach which motivates a child to work in all areas of the curriculum by being consistent in subjects and allows the child to become more involved in assignments. A child is asked to participate in the writing of the daily news or to formulate his or her weekly spelling list.

Students are becoming more involved in the elementary school by belonging to various clubs. We piloted the D.A.R.E. program last year. The children participated in skits, presented speeches, and were addressed by high schoolers who made the choice to be drug free. We had many successes with our first Student Government Association whose members were great leaders and represented grades three through five. Children have joined the Yearbook Staff and are excited about being photographers.

We have a group of students who make up the Environmental Task Force and are responsible for all recycling projects and Earth Day celebrations. There are fifth grade students who are in charge of the school supply store. The students order the stock, collect the money, and count the money. We have students who are reporters for our school and collect "newsy" material for our Publicity parent. Various events are printed in Birmingham and county newspapers.

We are excited about all of our clubs and have found that children are motivated and excel in all areas of responsibility. This year we are starting a new program called "Wee Delivery" which is sponsored by the postal service. It allows children to correspond with other students, members of the faculty, and the administration through letter writing. The elementary school is divided into four geographical areas and each classroom has its own street address. Students have to apply for the jobs in the post office and must pass the testing and interviewing for certain jobs.

We hope that after reading this letter, you look forward to visiting our school! We are proud of the steps we have taken to make our school special and let the students and their families know that they are the reason we come to work each day.

Sincerely,
Rickey Darby, Principal
Carol Lollar, Inviting School Chairperson PO Box 560, Chelseal, AL 35043.

Hospitality, therefore, means primarily the creation of a free space where the stranger can enter and become a friend instead of an enemy.... Hospitality is not a subtle invitation to adopt the life style of the host, but the gift of a chance for the guest to find his [sic] own.

Henri J. M. Nouwen, 1975

The Three Movements of Spiritual Life

Collegiate Institute Is Guided By Credo

Grand River Collegiate Institute, 175 Indian Road, Kitchener, Ontario, Canada N2B 2S7, has a credo by which students, teachers, and staff live. According to J. D. Mitchell, Vice Principal, all decisions made in the school are based on this credo. The credo is: "At Grand River Collegiate Institute....

We believe in human dignity, commitment to learning, and education for life. Every member of our school community will:

- respect the basic rights and dignity of every other member.

-respect the rights of staff and students to have the best possible learning environment."

The credo is displayed in all classrooms and offices in the school.

Grand River Collegiate Institute also has established several programs to meet the needs of its students. A big brothers and sisters program has been established to assist students in their transition from eighth to ninth grade. Seniors work with about five incoming eighth grade students on a volunteer basis. They begin working with their eighth graders in May and continue through the first two months of the new school year.

The school has a Writing Centre that assists all students with the process of writing. The Centre is open before and after school. Local businesses have made donations to the center so that it is now computerized. Students learn writing and word processing skills.

Another program is called "Care For A Kid." Several school staff volunteer each year to mentor "at risk" students.

The strength of a man's [sic] position in the world depends on the degree of adequacy of his perception of reality. The less adequate it is, the more disoriented and hence insecure he is and hence in need of idols to lean on and thus find security. The more adequate it is, the more can he stand on his own two feet and have his center within himself.

Erich Fromm, 1992 The Art of Being

Read A Million Project Is Successful

Andre Assalian, Principal of Francis C. Hammond Junior High School, Alexandria, Virginia, found himself on the roof of his school on a cold morning of December 16, 1992. He had made a pledge earlier in the year to spend one day on the roof when his students had completed reading 1 million pages.

He and his staff knew the students would read a million pages, but they surmised, based on past performance, that the goal of reading a

million pages would be met in March at the earliest.

But no, on a cold day in December, Assalian, dressed in a blue, hooded overcoat sat on the school's roof for a day. He ascended to his perch while the school's band played and students cheered him on.

Students at the school exceeded the staff's expectations by reading more and more quickly than they expected. Each day, teachers planned 15 minutes of "DEAR"-Drop Everything and Read. Only reading that was considered extracurricular was counted toward the million pages goal. Students offered him encouragement as he sat on the roof. "A lot of people are hoping you freeze, but not me," and "We hope it snows." Another said, "Jump."

After the meeting the goal of 1 million pages, students have their minds set on reading 2 million pages, with Bungee jumping as a possible activity for the principal when they reach that goal.

Another suggestion for the principal was a public head-and mustache shaving.

Whatever happens in the future, it appears the students of Francis C. Hammond Junior High School have become "voracious" readers. They are turned on to reading.

Rotary Club Adopts Class of `96

Buzz Lee, longtime member of the International Alliance For Invitational Education, wrote William Purkey recently concerning a special project of the Black Mountain, North Carolina Rotary Club.

It seems that the Rotary Club of which Buzz Lee is a member has adopted the Owen High School class of 1996. (They also adopted the class of 1992.) As with the class of `92, 20 members of the club visit the class of `96's 10 homerooms each month. These members also give out certificates for scholarship, attendance, improvement and the like 6 times a year.

The 20 sponsors also paid \$20.00 of the \$25.00 required for membership in the Alliance for seven teachers who wanted to join the Alliance.

Good to hear from you Buzz!! If you would like to write Buzz about his project, his address is F-3 Lynn Dr., Black Mountain, NC 28711.

The meaning of life lies in the chance it gives us to produce, or contribute to, something greater than ourselves.

Will Durant, 1932

On The Meaning of Life

The Inviting Work Place and The Golden Rule

Lisa Flanagan Radford University

1. When thinking of an inviting work place the Golden Rule comes to mind. Whether you are employer or employee the statement, "Do unto others as you would have them do unto you," applies. In a working environment people should be treated as equals even though their education, experience, and expertise differ. The following is a list of ideas to help make the workplace more inviting:

2. Make working together a partnership. When both parties share responsibility, a feeling of self worth is established enhancing job performance.
3. Allow adequate time for deadlines. The employer and employee should be able to discuss manpower, materials, and time needed to insure completion of a task. In most cases where the stress level is high, performance is low.
4. If a new procedure is implemented, involve everyone. Being informed gives a feeling of importance and reduces fear.
5. Get to know each other on a somewhat personal level. Learn the names of family members or close friends and periodically ask about them. Remember all of us have a life outside "the office."
6. Maintain cheerful surroundings. Nothing is more disinviting than a drab dreary work area. Individuals need their own space and whether this space is a desk or an office, the person inhabiting it should feel a sense of ownership. As long as it is in good taste, allow for personal taste.
7. Give recognition for a job well done. Too often the only feedback is negative feedback.
8. Smile! Productivity is hampered when an employer/employee exhibits a negative attitude. If possible, keep personal problems personal.
9. Most importantly, respect each other. High morale and increased job efficiency are the results of both employer and employee giving one hundred percent and working together toward a common goal.
10. Each of us brings our own uniqueness into the workplace. Use this uniqueness as a positive force not a negative deterrent. Learn from each other and strive to treat others the way you would want to be treated.

Lisa Flanagan is the secretary for the Department of Counselor Education Radford University, Radford, VA.

*The window is not the view; the window allows the view.
Hugh Prather, 1977
Notes on Love and Courage*

THE INVITING COUNSELOR

Numerous ideas of invitational theory have been applied to counseling and counselors. Many members of the Alliance are or have been counselors or supervisors of counselors. What is an invitational counselor? The article, "Changes," is an essay on helping in counseling offered for your consideration.

Changes

Paula Helen Stanley, Ph.D., LPC Radford University

Slowly leaves escape from their tiny buds on trees that have no sense of the beauty they create in the minds of human beings. Drab, grey lawns and pastures change into green clothing that glistens with moisture in the early morning. The world has reawakened as the winter solstice

releases its grip on earth's living things. It is spring and soon to be summer. The world is transformed.

People experience transformations, too. People change. As a counselor my job is to study how people change--to understand the nature of change and then to help people change. But what we do as counselors is often misunderstood and considered quite mysterious to others.

For example, the concept of helping is misinterpreted. What is helping? "Helping" is often misunderstood in the same way that "inviting" is misunderstood. Helping to many individuals means that you do things for others so they don't experience any discomfort or struggle. Instead of asking someone what he or she can think of to do to improve current relationships, you would just tell them what to do. In your desire to be helpful you invite the person to depend on you instead of learning to think for themselves. You become an advice dispenser.

If the person cannot think of ways to improve relationships, to truly help would mean to offer suggestions that have worked for other people--from which your client could choose and perhaps create his or her own ideas. Some degree of struggle and discomfort are important for growth. People are less likely to change when they are comfortable with how they perceive themselves and their lives.

There are other examples of misunderstanding when it comes to helping. To many helping means that the counselor only expresses positive reactions and avoids any kind of confrontation or disagreement. In this case, as in the other example of helping, the invitation given is not the one received. The confusion here is that one may feel that he or she must always smile, be nice, and say things that the client wants to hear. The counselor in this case may truly want to help but is being unintentionally disinviting by not being genuine and congruent. Many beginning counselors confuse the core conditions of the counseling relationship described by Patterson (1988) with being nice and agreeable at all times. But this kind of helping does not meet the core conditions.

As one may recall, the core conditions include genuineness, congruence, and positive regard. These concepts express a concern with honest interactions with another within a safe and accepting environment. Expressing honest, perhaps, unfavorable reactions to a client about his or her behavior is often the most inviting thing to do. You do need to gauge your client's readiness to hear what you have to say and to express yourself clearly, with an attitude of acceptance and positive regard. For example, it may be inviting to say to your client, "I don't think you are being honest with me." Or, "You say you want to be a better student and yet you don't take your books home so you can study." These are examples of confrontation that might be helpful to others.

Counselors help people by encouraging them to develop their own strengths, to make their own choices, and to develop a higher degree of self-understanding. And just as it takes time for a tree to develop new leaves it takes time for people to change--to transform themselves.

References

Patterson, C. H. (1986). *Theories of Counseling and Psychotherapy*, (4th Edition). Philadelphia, PA; Harper & Row.

Awareness, will, practice, tolerance of fear and of new experience, they are all necessary if transformation of the individual is to succeed.
Erich Fromm, 1992
The Art of Being

For Your Information

AERA-SIG INVITATIONAL EDUCATION

Invitational Education is a recognized special interest group (SIG) of the American Educational Research Association (AERA). This Invitational Education-SIG sponsors programs at the annual AERA meeting and encourages research concerning invitational theory and practice.

Its primary goals are the following:

1. To explore all aspects of the invitational process in which one person, such as a teacher, effectively encourages another to relate, assert, invest, and cope better in the world.
2. To provide opportunities for those interested in Invitational Education to exchange ideas and research findings regularly.
3. To invite all professionals to integrate the concepts and methods of the inviting process into their understanding of teaching and learning.

Officers for the Invitational Education-SIG are:

Dr. David Sherrill, President, Department of Educational Psychology University of Hawaii-Manoa 1776 University Ave. Honolulu, HI 96822

Dr. Tommie R. Radd, Treasurer Department of Counseling University of Nebraska Kayser Hall #421 Omaha, NE 68182

Dr. Joyce Lynn Garrett, Newsletter Editor Department of Education Gallaudet University 800 Florida Ave., NE Washington, DC 29992

Membership in the AERA-SIG: Invitational Education is only \$10.00. Your membership and participation in the Invitational EducationSIG will help us continue our research and dialogue concerning Invitational theory and practice. We welcome and need your membership. To join send \$10.00 to Dr. Tommie R. Radd, Department of Counseling, University of Nebraska, Kayser Hall #421, Omaha, Nebraska 68182.

You also are encouraged to present your research at AERA.

Journal of Invitational Theory and Practice

The Journal for Invitational Theory and Practice seeks articles from members of the Alliance and other professionals who have manuscripts about invitational learning, self concept development, or a related area of study. The journal is a refereed publication and manuscripts should be prepared in APA style. Authors are invited to send rough ideas and outlines to the editor for initial reactions about the appropriateness of their manuscript for the journal.

Both research and conceptual articles are accepted for publication.

The following are guidelines for submitting articles for review:

1. Manuscripts of 2,000-2,500 words are preferred. Please include an abstract of 50150 words.
2. Double-space everything, including references, quotations, tables, and figures. Leave generous margins on each page.
3. Use tables and figures sparingly, and type them on separate pages.
4. Place authors' names, positions, titles, and mailing addresses on the cover page only.
5. Lengthy quotations require written permission from the copyright holder for reproduction.
6. Avoid use of the generic masculine and feminine pronouns.
7. Please do not submit material that is currently being considered by another journal.

Send three (3) copies of your manuscript to:

John J. Schmidt, Editor, Journal of Invitational Theory and Practice. PO Box 2428, Greenville, NC 27836-0428.

CONFERENCE UPDATE: NEBRASKA FOR ME IN '93

Plans are being made for the International Alliance For Invitational Education Conference in Lincoln, Nebraska October 7-9, 1993 at the University of Nebraska. The theme for the conference is "Inviting School Success For Everyone.

A committee headed by Kent Mann from Lexington, Nebraska and supported by the State Department of Education and the University of Nebraska is planning a lively and stimulating conference.

Conference attendees will be hosted at the modern Nebraska Center for Continuing Education. Accommodation is in the center itself. Costs for accommodations and food are far better than most large cities so we should be able to hold a first class conference for reasonable rates. The conference provides the Alliance with an ideal opportunity to extend its influence to the mid-west.

Lincoln, Nebraska is the state capitol and easily accessible. Omaha is just 45 minutes away. The state capital building and shopping area are within walking distance of the campus.

If you would like more information, please contact Kent Mann at the following address:

Kent Mann, 2124 N. Lafayette Ave., Grand Island, NE 68803. Telephone: 308-381-5950.

Being human is always directed (projected) to something or someone other than itself, to a meaning to fulfill or another human being to encounter. Like the healthy eye, which does not see itself, man [sic], too functions best when he is overlooking and forgetting himself, by giving himself. Forgetting himself makes for sensitivity, and giving himself, for creativity.

Viktor Frankl, 1985 The Unheard Cry For Meaning: Psychotherapy & Humanism

FOCUS ON MEMBERS

Member News

Lundee Amos, Administrator at Guilford Technical Community College, Greensboro, NC, gave a presentation to McLeansville Middle School in McLeansville, NC in December 1992.

Sandra B. Damico, formerly Professor of Education at the University of Florida, Gainesville, has accepted a new position at Emory University in Atlanta, Georgia. She has been appointed Professor and Chairperson of the Educational Program at Emory.

Judith S. Engel, Department of Mathematics, Bronx High School of Science, Bronx, NY, presented "Students Questioning Students: An Innovative Student-Centered Approach to Math" at the Ten County Mathematics Education Association Conference in Slate Hill, NY. The association is an affiliate of the National Council of Teachers of Mathematics.

Al Milliren, formerly of Charleston, South Carolina, has accepted a new position at the University of Texas of the Permian Basin. He is Associate Professor of Counselor Education. His new address is Division of Education, MB 270, The University of Texas of the Permian Basin, 4901 E. University, Odessa, Texas 79762-0001.

Marilyn Mueller, Alliance Executive Secretary for several years, has a new address: Marilyn Mueller, 26022 Terra Bella, Laguna Hills, CA 92653.

William W. Purkey, Professor of Counselor Education, University of North Carolina at Greensboro, Greensboro, NC, will be a Visiting Professor at Harvard University in July 1993. Dr. and Mrs. Purkey also went to Greece for three weeks in June 1993.

Charlotte Reed, Associate Professor, Purdue University-Calumet, has been appointed by the American Bar Association as an executive member of the Family Law Section's Interdisciplinary Project to Promote the Best Interest of the Child.

Jack Schmidt, editor of the Journal of Invitational Theory and Practice, has been promoted and granted tenure at East Carolina University in Greenville, North Carolina. He is the Chairperson of the Department of Counselor and Adult Education.

Dr. Betty Siegel, President of Kennesaw State College, Marietta, Georgia, received the 1992 Woman of Achievement Award from the Cobb County YWCA at its 8th Annual Tribute to Women of Achievement. In January and February she spoke to several groups, including the South Carolina Association of School Administrators Winter Conference in Charleston, SC and the South Carolina Governor's Remediation Initiative Annual Conference. Siegel gave the keynote address to a campus-wide convocation on "Inviting Success" at Mankato State University in Mankato, Minneapolis.

Paula Helen Stanley, Department of Counselor Education, Radford University, Radford, VA, gave a presentation at the annual meeting of the American Counseling Association in Atlanta, Georgia.

Michael J. Stevens has accepted a new position as Director of Instructional Services, Shenendehowa Central School District, One Fairchild Square, Clifton Park, New York 12065.

Richard Warters, 922 South Main Street, Horseheads, NY 14845, retired April 22 from his position with the Horseheads, New York School System after 34 years of service. Richard and his wife Penny also traveled to Japan in April. During his retirement, he plans to do some consulting with area schools, conduct hearings, and fill in for interim assignments (as well as golfing and photography).

..to me the most striking personal discovery of the past decade has been that people respond to my degree of caring more than to my degree of knowing.
C. Gilbert Wrenn, 1973
The World of the Contemporary Counselor

"Lost" Members

We send mailings to members periodically. Some of the letters we send are sadly returned to us stamped "unknown." The following is a list of members whose addresses have changed. If you know how we can contact these members please let us know by writing the International Alliance For Invitational Education, 218 Curry Building, School of Education, University of North Carolina at Greensboro, Greensboro, NC 27412. Thanks!!

Patricia Jacobi, Hazelwood School District, 15955 New Halls Ferry Rd., Florissant, MO 63531.
Maesol Roa, Sacred Heart University, Box 12383, Santruce, Puerto Rico 00914.
Susan Tombs, 703 Barksdale Dr., Chatsworth, GA 30705.
Susan Young, Cape Fear Valley Medical Center, 1638 Owen Dr., Fayetteville, NC 28302.

Member Highlight:

SANDRA B. DAMICO

John M. Novak, Brock University St. Catherines, Ontario, Canada for the AERA Invitational Education-SIG Newsletter

Sandra Bowman Damico, formerly Professor of Sociology at the University of Florida, is an original, one of a kind member of the AERA-Invitational Educational-SIG (Special Interest Group) Original, in that as a founding member, her signature was one of thirty that made us an official Special Interest Group. (Actually, she was even there before the beginning because she helped with the planning and development of the group). One of a kind, in that she is a unique educator who has artistically blended the commitments of researcher, consultant, and teacher. Let's briefly look at her special contributions in each of these three areas.

As a researcher, Sandy has exceptional qualifications and has been an honored member of AERA (American Educational Research Association), having served as the elected secretary of Division G (Social Context of Education). Some of her other responsibilities at AERA have included serving as Editor-at Large and memberships on the Division Standing Committee and the Committee on the Role and Status of Minorities in Educational Research. Possibly her most stalwart achievement at AERA is the fact that she has presented at least one paper (and often more-three scheduled for the 1992 meeting) at every annual meeting since being a master's student at Ohio State. Perhaps someday AERA will give her the Joe Dimaggio Award for her consecutive presentation streak.

Among her current research interests are the engagement time of general track students and the social nature of the inviting process. She has a chapter on the former coming out in *AtRisk Students: Portraits, Policies, and Programs* and one on the latter coming out in *Advances in*

Invitational Thinking, In addition, she is currently working on a book for Teachers' College Press.

With such a heavy writing schedule, it would seem that Sandy must be chained to her work processor. But that is not the case. She is also a top-notch consultant who can often be seen in public schools in Florida and North Carolina doing workshops on school improvement, at-risk students, classroom management, and invitational education. Her consultations and workshops, sponsored by such groups as the National Education Association, the International Alliance For Invitational Education, and local boards of education, are in continual demand and keep her in touch with the realities of education. On a personal note, I have worked with her in several school settings and have been continually impressed with her understanding and insights on issues and in her ability to work amiably and creatively with teachers, administrators, students, parents, and support staff. She is the consummate professional.

Sandy's professionalism however, goes beyond writing, researching, and working in schools and carries over into her teaching of courses in sociology of education and qualitative research. Being at the cutting edge of knowledge in these fields and vitally connected to the realities of schools have enabled her to provide her students with rich conceptual and methodological expertise. In 1988 she was selected Visiting Scholar at Brock University. Three years later students still sing praises for the educative experience afforded them in her course. Her teaching lives on in the fine work of her students nationally and internationally. She certainly is an original, one of a kind. (Sandra recently accepted a leadership position at Emory University in Atlanta, Georgia).

The International Alliance For Invitational Education Annual Conference will be held at the University of Nebraska, Lincoln, Nebraska, Oct. 7-9, 1993. JOIN US! Look for more details soon!

If you would recognize a fact when you see one and make the most of it, there are, then four things about any fact that you must be clear about: It is necessarily incomplete, it changes, it is a personal affair, and its usefulness depends on the degree to which others agree with you concerning it.

Wendell Johnson, 1946 People in Quandaries

Books

A Survival Guide For The Elementary/Middle School Counselor
John J. Schmidt, East Carolina University

A Survival Guide for the Elementary/Middle School Counselor, written by Dr. John J. Schmidt, Professor of Counselor Education, East Carolina University, Greenville, NC, was published in 1991 by the Center for Applied Research in Education, West Nyack, NY 10995.

This survival guide provides ideas concerning the role and functions of a counselor in the elementary or middle school. Chapters describe ideas concerning how to develop a counseling

program, essential counseling services to provide, how to reach out to special populations, the development of a crisis intervention plan, how to get parent support, and what one needs to know about legal and ethical issues.

Each chapter presents helpful information in a very organized manner. It is easy to read and serves as an excellent resource for school counselors and others who want to know more about the roles and functions of counselors.

Advancing Invitational Thinking
John M. Novak, Brock University
St. Catherines, Ontario, Canada

John M. Novak, Editor of *Advancing Invitational Thinking*, is Professor of Education at Brock University in St. Catherines, Ontario, Canada. His book is published by Caddo Gap Publishing, San Francisco, CA.

Advancing Invitational Thinking is the newest book to be published in the area of invitational theory and practice. The book contains twelve chapters that provide ideas concerning both theory and application of invitational theory.

Chapters discuss such topics as an introduction to invitational thinking, selfconcept theory, cooperative learning and invitational education, multicultural perspectives, applications to physical education, a clinical supervision model based on invitational education, invitational leadership, adult cognitive-developmental theory and invitational education, the intentionally inviting college, invitational theory and counseling, and intrapersonal applications of invitational theory.

Each chapter is written by a person who is experienced in the theory and practice of invitational theory. They point out the subtleties, nuances, and creative possibilities of invitational thinking for appreciating people and transforming educational environments.

The book concludes by providing suggestions for new directions for invitational thinking and education. It is useful to educators, counselors, administrators and others who seek innovative and ethically sensitive ways to work with people and bring about democratic change.

For man [sic] resembles a sculptor who chisels and hammers the unshaped stone so that the material takes on more and more form. Man works the matter with which fate has supplied him: now creating, now experiencing or suffering, he attempts to "hammer out" values in life--as many as he can of creative or experiential or attitudinal values.
Viiktor E. Frankl, 1986
The Doctor and the Soul.

ALLIANCE ARCHIVES: THE VERY FIRST MINUTES

Recently, the very first minutes of the first meeting of the International Alliance For Invitational Education were rediscovered. The first meeting took place July 17, 1982 at the Residential Workshop, Lehigh University, Bethlehem, PA. The minutes of this first meeting follow:

Present:

Dr. William W. Purkey, Co-Director

Dr. Betty L. Siegel, Co-Director

Associates:

Earl Varnes

Tim Gerber

Jack Schmidt

Richard Wartens

Virada Schuessler

Dean Fink

Bruce Voelkel

Charlotte Lambeth

William Stafford

Dorothy Crissman

Robert J. Turner

Meeting was adjourned at 10:30 a.m., July 17, 1992.

The meeting was called to order by the CoDirectors at 9:50 a.m., July 17, 1982.

OLD BUSINESS

Dr. Purkey informed all present that the organization had received probationary tax exempt status from the Internal Revenue Service. He also announced that Dr. Dorothy Russell, Associate Dean, Salem College, Winston-Salem, NC had accepted the appointment of Treasurer of the Alliance for Invitational Education.

NEW BUSINESS

Considerable discussion focused on the organization collecting dues as a way of membership.

Mr. Wartens moved that the organization become a dues paying organization. The motion was seconded by Mr. Voelkel and passed by a majority of the members present. Mr. Voelkel and Dr. Schuessler accepted the appointment as Co-Chair of the Membership Committee.

Mr. Wartens further moved that dues be established at \$10.00 per year. Mr. Voelkel seconded and it was approved by a majority of the members present.

Discussion followed on the site for the 1983 Residential Workshop. There being no clear indication or preference, no action was taken.

Dr. Schmidt requested that the co-directors consider appointing an Advisory of not more than 10 members.

There being no further business, Mr. Turner moved that the meeting be adjourned. Dr. Gerber seconded and it was approved unanimously.

NATIONAL DROPOUT PREVENTION CENTER AND NETWORK

Introducing

The Journal of At-Risk Issues

CALL FOR PAPERS

Published quarterly, this refereed journal is a publication of the National Dropout Prevention Center and the National Dropout Prevention Network. Topics include social and cultural reform, parenting and family issues, literacy, systemic restructuring, community involvement, student empowerment, instructional strategies, and so forth. For guidelines on submissions, please write: Ann F Reitzammer, Editor, The Journal of At-Risk Issues. PO Box 36323, Birmingham, AL 35236.

**The International Alliance For Invitational Education is proud to present:
1993-94 Invitational School Calendar**

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BLUE SUNSHINE, ORANGE SMOG
William Watson Purkey University of North Carolina at Greensboro

Blue Sunshine

1. Ask for what you want.
2. Forgive yourself.
3. Feel the melody.
4. Value your uniqueness.
5. Commit to great causes.
6. Be a romantic.
7. Give priority to loved ones.
8. When chances are good, take them.
9. Maintain a learning posture.
10. Win (and lose) gracefully.
11. Enjoy the now.
12. Let your child out to play.

Orange Smog

1. Wait for others to make you happy.
2. While waiting, blame everybody.
3. Think you would be happy if only.
4. Compare what you have with others.
5. Be realistic (seriously).
6. Take responsibility for everything.
7. Please everybody all the time.
8. Help others, but never accept help.
9. Always stay calm.
10. Resist change.
11. Strive for perfection.
12. Live somewhere else.

*"When you are riding with Custer, Wave at the Indians."
WW Purkey*

International Alliance for Invitational Education Staff

Reba Clark, Coordinator, Alabama Alliance for Invitational Education (AAIE). Editor of AAIE Newsletter. 3215 Cornwall Dr., Birmingham, Al 33526.

Philip Curtiss, Bookstore Manager, UNCGreensboro, Greensboro, NC 27412.

John Kearns, Editor Canadian Invitational Education Newsletter, Brock University, St. Catherines, Ontario Canada L2S 3A1.

Judy Lehr, Chairperson, Inviting School Award Program, Furman University, Greenville, SC 29613. John Novak, Coordinator, Canadian Invitational Education, Brock University, St. Catherines, Ontario Canada L2S 3A1.

Patsy Paxton, Coordinator of South Africa Alliance For Invitational Education, Dept. of Teacher Education, Vista University, Private Bag X 613, Port Elizabeth, South Africa 6001.

William W. Purkey, Co-Director, UNCGreensboro, Greensboro, NC 27412. Betty L. Siegel, Co-Director, Kennesaw State College, Marietta, GA 30061. John J. Schmidt, Editor, Journal of Invitational Theory and Practice, East Carolina University, PO Box 2428 Greenville, NC 27836.

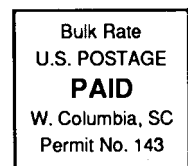
Paula Helen Stanley, Editor, Invitational Education Forum and Membership Chair, Radford University Box 6959, Radford, VA 24142.

John Wilson, Coordinator, Kansas Association for Invitational Education (KAIE). Editor of KAIE Newsletter, Wichita State University, Wichita, KS 67208.

Forum Printer: Professional Printers, Inc., 1730 Old Dunbar Rd., West Columbia, SC 29169.

Please send articles, humorous items, essays, poems and whatever to: Paula Helen Stanley, Ph.D., LPC Invitational Education Forum Box 6959 Radford University Radford, VA 24142

The International Alliance For Invitational Education
Department of Counseling and Educational Development School of Education
Curry Building
University of North Carolina at Greensboro
Greensboro, NC 27412



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