



INVITATIONAL EDUCATION

FORUM

The International Alliance For Invitational Education

Department of Counseling & Educational Development

c/o School of Education

The University of North Carolina at Greensboro

Greensboro, NC 27412

15TH ANNIVERSARY EDITION

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Editorial Note:

1997 is the 15th anniversary of the International Alliance for Invitational Education. IAIE began in 1982 at Lehigh University when 12 persons interested in creating more inviting schools met and began a vision for education. Since that time invitational education has developed into a complex concept including invitational learning, invitational counseling, and invitational learning. Although first applied to schools, invitational education is a concept embraced by schools, colleges, human service agencies, businesses, and hospitals.

This edition of the FORUM includes many opportunities we hope you will consider. We have many different interest or professional networks with national organizations, we publish a journal, a newsletter (FORUM), and we offer conferences. We need you. Please consider how you might become more involved with the Alliance. Will you write an article for the journal or send an article or news item for the FORUM? Will you participate in any of our special interest groups? Will you submit a presentation for the 1998 IAIE world conference?

You have made the Alliance what it is by your support for the Alliance and contributions to the setting in which you work. Our membership is stronger than ever, and we keep expanding the range of activities offered by IAIE. Let's dream the future together. Send us your thoughts about what we might become during the NEXT 15 years.

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WE NEED YOU!!



IAIE Affiliates and Divisions

WANTED: We Need You to Join. ASCD--Invitational Education Network -

The Invitational Network of the Association for Supervision and Curriculum Development has been accepted for continued sponsorship by the the Networks Review Committee of ASCD. John Van Hoose, School of Education, The University of North Carolina at Greensboro, Greensboro, NC 27412, is coordinator of the Invitational Education Network. There is a \$10.00 membership fee.

WANTED: AERA MEMBERS TO JOIN OUR SIG! AERA (American Educational Research Association) Invitational Education-SIG

Members are needed to join the AERA-SIG for Invitational Education. The primary goals of the SIG are:

1. *To explore all aspects of the invitational process in which one person, such as a teacher, counselor, or administrator, 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.*
3. *To invite all professionals to integrate the concepts and methods of the **inviting** process into their understanding of teaching and learning.*

To join the Invitational Education SIG, send \$10.00 dues to: Dr. Tommie Radd, Department of Counseling, Kayser Hall #421, University of Nebraska at Omaha, Omaha, NE 68 182.

For more information, contact:

Dr. Melvin Lang, Co-Chair
University of Hawaii at Manoa
College of Education
1776 University Avenue
Honolulu, HI 96822

Dr. Phi Riner, Co-Chair
University of Nevada-Las Vegas
4504 Maryland Parkway
Las Vegas, NV 89152

Dr. Kate Asbill, Newsletter Editor
1502 Mountain Shadow
Carlsbad, NM 88220

1997 AERA-SIG Programs for AERA Meeting in Chicago, IL

The American Education Research Association--Invitational Education Special Interest Group announces its program for the 1997 AERA meeting in Chicago, Illinois. We hope you can participate in some or all of these workshops.

Membership Meeting

Session Title: "Enhancing Invitational Education"

Session # 7.22

Time: Monday, 6: 15 p.m. - 8: 15 p.m.

Place: Hyatt Hotel, Adams Room, West Tower, 3rd Floor

Officers: SIG Co-chairs: **Phillip Riner** and **Mel Lang**

Treasurer: **Tommie Radd**

Newsletter Editor: **Kate Asbill**

Program Co-Chairs: **David Sherrill** and **Margaret Maaka**

Invited Address

Session Title: "Inviting School Success: Voices From Chicago's DuSable High School"

Session # 22 03

Time: Wednesday, 8: 15 a.m. - IO: 15 a.m.

Place: Sheraton Hotel, Erie Room, Level 2

Participants: Chair: **Charles E. Mingo**, DuSable High School, Chicago Student Panel: **Charlie Branch**, **Harry**

Campbell, Ricky Hall, Tiffany Hudson, Shamika Moody, Joseph Nuttall, Necole Nuttall, DuSable High School, Chicago

Respondents: William W. Purkey, The University of North Carolina at Greensboro and John Novak, Brock University

Roundtable

Session Title: "Invitational Education: Research and Praxis"

Place: Sheraton Hotel, Sheraton Ballroom II, Level 4

Participants:

Kate Asbill, New Mexico, "Invitational Leadership: Teacher Perceptions of Inviting Principal Practices"

Kathleen Berg, University of Hawaii, "In Hawaii: Invitational Education on a DARE"

Felicia Clarke, Bob Duesterhaus, University of Hawaii, "The Freshman Year Experience Through the Eyes of the Artists."

Melvin Lang, University of Hawaii, "What Can We Learn From Past Sources of Conflict in University-Public School Collaborations?"

Patricia Leong, UC Santa Barbara; Ronald Heck, University of Hawaii, Kenneth Meehan, University of Hawaii, "Procrastination in College Freshmen Writing"

Margaret Maaka, University of Hawaii; Pamela Lipka, Benjamin Parker Elementary School, "I Used To Think Reading Sucked! Promoting Positive Literacy Habits and Attitudes in the Elementary School Classroom."

Tommie Radd, University of Nebraska, "Developing an Inviting Classroom Climate Through a Comprehensive Behavior Management Plan."

Jan Zulich, Shirley Williams, University of Hawaii, "Putting Your Money Where Your Mouth Is: Designing a Responsive Teacher Education Program."

Paul Deering, University of Hawaii, "A Study of Attempts to 'Walk the Walk' of Effective Practice With Multicultural Educators in a New Middle Grades M.Ed Program."

WANTED: Members for the Invitational Counseling Professional Interest Network of the American School Counseling Association

The Invitational Counseling Professional Interest Network of the American School Counseling Association is alive and well. If you have ideas about how we can use the professional interest network to advance the concepts of invitational counseling, please let us know. Write: Dr. Paula Helen Stanley, PO Box 6994, Counselor Education Department, Radford University, Radford, VA 24142. President Clinton sent the following letter to the national American School Counselors Association office to recognize National School Counseling Week which was February 3-7, 1997:

Warm greetings to everyone observing National School Counseling Week, sponsored by the American School Counselors Association. School counselors provide vital assistance to millions of our nation's students who are struggling to cope with the problems of today's complex society. Whether facing family crises, peer pressure, or difficult moments in their academic careers, young people can rely on the skilled, patient, and sensitive guidance of their school counselors. I join all Americans in offering special thanks to these men and women who give so generously of their time, talents, and energy to help our nation's young people reach their goals. By caring about students, listening to their concerns, and encouraging them to fulfill their highest potential, you are contributing immeasurably to our nation's continued success. Best wishes to all for a memorable observance.

Bill Clinton

"I am prompted to add what follows, that since everything ends badly for us, in the inescapable catastrophe of death, it seems obvious that the first rule of life is to good time; and that the second rule is to hurt as few people as possible in the course of doing so. There is no third rule. "

B. Gill
Here at the New Yorker
Random House, 1975, p. 52

IAIE Web Page Recognized: <http://www.uncg.edu/ced/iaie01.htm>

**CORRECTION: The web page address that appeared in the last edition of the FORUM was incorrect. The correct address is: <http://www.uncg.edu/ced/iaie01.htm>
Sorry for any inconvenience this may have caused you.**

The IAIE web page was recognized as a mental health resource on the Internet by The Advocate, a publication of the American Mental Health Association, a division of the American Counseling Association. It is listed as a resource that has a focus on the "explanation of human interactions and development based on interconnected assumptions about positive and negative signal systems that exist in human experience."

If you connect with the IAIE Web page you can find out about the following:

The latest information on Invitational Education

Get current and past issues of the FORUM and the Journal of Invitational Theory and Practice

Register for conferences

Subscribe to our Listserve:

"InvitEd"

Send e-mail to majordomo@nye.nscee.edu

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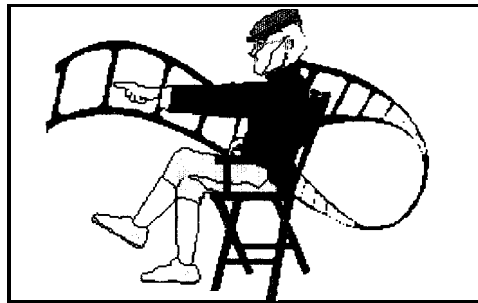
subscribe invited

youname@youraddress

For more information contact: Dan Shaw, 1750 NE 167th St., N. Miami, FL 33162, who is coordinator of our web page. Way to go Dan!

Feature Articles

This edition of the FORUM presents four articles, one reprinted from an earlier edition of the FORUM concerning conflict resolution. John Novak describes his perception of invitational theory and its relationship to practice. Tessa Wolfe describes her experience of our 14th annual World Conference in Virginia Beach, VA in 1996 and Tina Page applies invitational theory to health practice.



We hope you find these articles helpful.

An Invitational Approach to Conflict Resolution

William Watson Purkey, Ed.D, LPC.

The University of North Carolina at Greensboro

Teachers, administrators, counselors, and others who practice Invitational Education face the need to resolve conflicts, handle difficult situations, and maintain discipline the same as anyone else in schools or society. This article presents an Invitational Education approach to conflict resolution by describing what educators can do to resolve conflicts at the lowest possible level, with the least amount of energy, and in the most humane and respectful manner.

The heart of the Invitational Approach to conflict resolution is to seek to avoid it in the first place while maintaining the worth, dignity, and integrity of the people involved. To do this, the "Rule of the Five C's" is employed. The rule is to play the lowest "C" first, whenever possible and move upward as necessary.

The five C's are "Concern," "Confer," "Consult," "Confront," and "Combat." In any situation where there are differences of opinion, where rules might be broken, where discipline may be needed, the first thought should be "How can I resolve this situation at the lowest "C" possible? Anyone can escalate a situation into a conflict. It takes effort, knowledge, and intentionality to resolve a situation with the lowest possible "C," beginning with Concern.

Concern. In any situation where there is the potential for conflict, the educator who employs Invitational Education asks oneself

1. Is this situation really a concern? Will overlooking it cause problems?
2. Will this situation continue or get worse without intervention?
3. Does this situation involve a matter of principle or values?
4. Is this situation a concern because of personal biases or prejudices?
5. Is this the proper time to be concerned with this situation?
6. Is there anything that can possibly be done about this situation?
7. Are there sufficient resources, support, and information available to address the situation?

Bonferr Initiate a conversation with the other person in private. ur desire for a positive interaction (a smile, handshake, using the person's name, eye contact, some small expression of pleasure). Then state, in a non-threatening and respectful way, why the situation is a concern and what you propose to resolve the concern. For example, "Mary, you might injure someone running. Please walk rather than run in the hallway." "John, coming late interrupts the lesson. I will appreciate your promptness in coming to class." After the statement is made, follow it up immediately by asking, "Will you do this for me?" At the conferring level, it is important to consider these questions:

1. Is there clear understanding of both parties regarding the concern?
2. Do both parties know why the situation is a concern?
3. Is it clear what is wanted?
4. Is there room for compromise or joint reconceptualization of the situation?
5. Is there time to allow the parties to reflect on the concern before further actions are taken?
6. Is the concern important enough to move to a higher C?

Many times, a one-on-one, non-threatening conference will successfully eliminate the concern. When conferring does not work, the third C: Consult, is appropriate.

Consult. Consultation requires a formal discussion with the parties involved. Because 'this consultation involves talking about what has already been discussed, it requires firmness and directness. For example, "Mary, last week you said that you would come to class on time, yet this morning you are late." In consultation the focus is on abiding by commitments that were made in the previous conference. "You told me that you would come to class on time and I expect you to keep your word." Questions that should be considered at the consultation stage include:

1. Is it clear to all parties what is expected?
2. Are there ways to assist the parties in abiding by previous decisions?
3. Have the consequences of not resolving the situation been considered by both parties?

Confront. Confronting is a no-nonsense attempt to work out a difficult situation. At this fourth stage is is important again to spell out in careful detail the major concern is and why it is of concern. Point out that this situation has been addressed previously and repeatedly, and that progress has been insufficient. Now is the time to speak of unavoidable penalties. For example: "Mary, if you are late for class again, I will contact your parents." By spelling out logical consequences, everyone understands the rules of the game. Questions that might be asked at this fourth stage include:

1. Have sincere efforts been made to resolve the situation at each of the lower levels?
2. Is there sufficient authority and power to follow through with stated penalties?
3. Is there documented evidence to show earlier efforts to the situation at lower levels?

Combat. As used here, the word "combat" is defined as struggling against, to strive to reduce

or eliminate the concern, as in to **combat** inflation, to **combat** racism, to **combat** misbehavior. Combat is used as a verb, rather than a noun and its focus is on situations, rather than people. It is not meant in the sense of active fighting or warfare. Use of the word combat stresses the seriousness of the situation. It also means that because the situation has not been resolved at lower levels, it is now time to move into the highest "C." At this combat level, there are likely to be winners and losers.

For obvious reasons, combat is to be avoided wherever possible. In significant contests, it is sometimes unpredictable who will win and who will lose. Moreover, combat requires a great deal of energy that might be better used in other endeavors. But when all else fails, and the situation is of sufficient concern, then it is time to enter the arena. In preparing for combat, it is helpful to consider the following:

1. Is there clear documentation that avenues other than combat were sought?
2. Even at this late date, is there a way to avoid combat?
3. Is there sufficient support and resources available to win the contest?
4. How can the winner demonstrate compassion for the loser?

At the successful conclusion of the contest, the educator should conclude with as much compassion, fairness and sympathy as possible. At the end of a great naval battle, when British sailors were crowded on the deck of their ship, cheering the final death struggle of the great German Battleship, Bismark, a British Naval Officer reminded his men: "Don't cheer men. Those poor souls are dying."

By solving concerns at the lowest possible level, educators who employ Invitational Education save energy, reduce conflict, and avoid unnecessary acrimony. Anyone can go from persuasion to coercion. All it takes is power. But no one is without power. The Invitational educator understands this, and always plays the lowest "C" possible to resolve conflicts by avoiding them.

Reprinted from the December 1989 edition of the Invitational FORUM. Dr. William W. Purkey is Co-Director and Co-Founder of the International Alliance for Invitational Education.

*"To me, the practice of a healer, therapist, teacher,
or any helping professional should be
directed towards himself first, because if the
helper is unhappy, he or she cannot help many people.
We practice enjoying the positive elements in life in order
to nourish the **flower** in us, and we practice in order
to transform the seeds of suffering in us.
Otherwise, we cannot succeed in our work helping other people. "*

Thich Nhat Hanh

Invitational Education: A Theory of Practice Perspective

John M. Novak
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Invitational education is intended to be a self-correcting theory of practice. Quite simply, if a theory is a way of thinking about something and a practice is something worth doing well, then a theory of practice is a way of thinking about that which is worth doing well. An invitational theory of educational practice looks at people from an integrated democratic, perceptual, self-concept perspective with the aim of communicating messages that enable all involved in the educative process to savor, understand, and better human experiences. As a self-correcting theory of practice, invitational education is informed in three ways: (1) By the reflected results of thinking about the logical implications of its assumptions and concepts; (2) By the personal insights that come from successful and unsuccessful attempts to implement it; (3) And by the results of formal, systematic research regarding invitational projects. Obviously, these three ways are interconnected--thinking affects practice which affects research which affects practice, etc. Thus, by participating in these three interrelated domains those seeking to understand and practice invitational educating should be getting wiser about its processes and products.

The invitational education special interest group of AERA is an attempt to conscientiously develop a community of researchers, theorists, and practitioners who seek to clarify and deepen the invitational theory of practice. Their efforts over the past fifteen years have aided in the development of the second and third editions of Inviting School Success and the publication of Advancing Invitational Thinking, along with numerous other publications and papers. Each year at AERA's annual meeting the special interest group has had such activities as invited speakers, paper presentations, and poster sessions. These activities have enabled those interested in theory, practice, and research on invitational education to get wiser about its processes and products. Such efforts are essential for an evolving theory of educational practice.

Bumper Stickers We'd Like to See:

“My child is an honored student at _____.” (This lets the public know that EVERY child is honored.)

“In an inviting school every child is gifted.”

A Thank You Note

Tessa E. Wolfe
Graduate Student
Department of Counseling and Educational Development
The University of North Carolina at Greensboro
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“Dr. Purkey’s analogy of David”
“Betty Siegel’s standing ovation”
“The song by the faculty of Calcium Primary”
“The Macarena at Kokomo’s”
“Martin Haberman’s story of the music teacher”

If you were lucky enough to have attended this year’s International Alliance for Invitational Education conference in Virginia Beach VA, these memories are quite familiar. As a student and first time attendant of the conference, I was overwhelmed by the commitment and dedication I saw towards children and our schools. Everyone at the conference seemed to have a contagious energy, and I left feeling so optimistic about the future of education in America. I am currently studying to be an elementary school counselor at The University of North Carolina at Greensboro, and I have become frustrated by the lack of motivation that I sense in the schools in which I have worked. Recently, I had one counselor say to me, “I hate it.” Get out while you can. I am trying to now.” I responded, “I feel that I can make a difference.”

The theme of the 1996 IAIE conference was “Schools without Fear.” Anyone who watches the evening news can attest to the growing number of dangerous events that are occurring in our schools everyday. What is not so obvious is the fear students have of succeeding, failing, teachers, principals, and so on. There are not too many children in our society who bounce out of bed on a Saturday morning and beg their parents to go to school. Many children do not understand the reason they must go to school, and that they can take advantage of their free education. They view school as a place they must go that is mandated by law. Some are just holding on until they become the magic age of 16 to drop out and find fulfillment in the wonderful world of work. These negative, discouraging perceptions of school by our students bring one thought to my mind. Why do children dislike school so much?

From the conference, I saw hard core evidence that school does not have to be an awful place to go each weekday morning. We can make our schools the “most inviting place in town,” so children do not mind coming to school and feel as though their time is well spent while they are there. They might even have some fun! Students will see school as a worthwhile, and an investment into their future.

While working at registration, I was surprised by the questions of passers-by who were not attending our conference. A few gentlemen came up to me and asked, “What does this ‘Schools Without Fear’ mean?” I explained that what I thought it meant was freeing our children to learn and succeed in schools. They simply said, “Hmmm.....” and walked away.

The reaction of those gentlemen is the response of many teachers, counselors, and administrators in our educational system. In most cases, it is so much easier to sigh and walk away. Examples of

this attitude include out-of-school suspensions and meaningless homework. Those professionals that participate in these activities have basically lost hope in their impact on a child. My suggestion to these discouraged individuals is to wait about twenty years, or read “Chicken Soup for the Soul” for inspiration. Working in education does not always have immediate gratification. For students to realize the influence a teacher or other school professional has had on them may take a lifetime.

I came home with lots of “pocket ideas” (as Dr. Purkey calls them) from the conference. Because I am interested in the elementary population, I was drawn to Calcium Primary School’s wonderful school and their programs. I attended their session on multi-culturalism and came away with lists of books, tons of handouts, and a button that read “I’m Making a Difference, One Student at a Time.” I thought about this statement, and realized that we have been concerned with solving entire issues in schools, not with the helping the individuals in the school.

We are consumed by the concern about test scores, broken families, violence, and substance abuse, and have forgotten that there are children involved within each of these topics. As educators, we can easily become discouraged with all that we need to deal with in a given day and the reality of our children going home to face many struggles each night. Although there are numerous challenges that face us, we need to remember that we can only make a difference by tackling one issue at a time. As we begin to look at each student’s needs, the possibility of helping the child is greater than striving to raise the entire school’s test scores. As a counselor-in-training, I know that this outlook will allow me to make a difference in children’s lives and be effective.

At Virginia Beach, I saw people who were proud to be in education. I saw pictures of students with big smiles across their faces. And, I met dozens of people who are committed to our children each and every day and who were craving for more ways to allow students to succeed. So, to everyone who attended the conference, thanks for giving me the gift of your dedication and joy for our children. It has inspired me.

Tessa Wolf is a graduate student in the Department of Counseling and Educational Development at The University of North Carolina at Greensboro, Greensboro, NC. 27412.

Invitational Health Care

Tina B. Page
4013 Old Weaver Trail
Creedmoor, NC 27522

Preventive medical care and early check-up of suspicious symptoms are of the utmost importance. Each saves lives, pain and money. Yet, there are people who put off getting yearly physicals or scheduling a visit to have unusual symptoms evaluated. When this author found herself delaying health check-ups and putting up with painful symptoms, she reflected on the reasons.

Health care includes vulnerability by the patient. During many times of such vulnerability, this author experienced disinviting health care providers. Disinviting behavior, intentional or unintentional, is the lowest level of functioning according to invitational theory (Purkey & Schmidt, 1996). Disinviting actions of professional health care providers encountered included these

statements: “I am so tired of doing referrals, that is all I do,” and “I don’t care if you hold that baby in there forever.” Two hour waiting periods, signs that said take a number and take a seat, doctors who performed examinations with rarely a word or explanation, and receptionists who made appointments, and took payment with a monotone voice and without even looking up also devalued the patient.

To her surprise, the author recently discovered a gold mine: an inviting medical practice. What this practice did to invite their patients is relevant to and can be utilized by all professions.

When the initial phone call was made, the phone rang just twice and the inevitable answering machine spoke surprisingly briefly. “Welcome to our practice. Please press one to make an appointment.” When the number one was pushed, a person promptly responded, “Hi this is David. How may I help you?” An appointment for the next morning was quickly made and then David genuinely added, “If you have a need between now and your appointment tomorrow, please call me and I will be glad to help. Again, my name is David.” Wow, an invitation *and* accountability.

During the office visit, the patient quickly noted that the waiting area was roomy with lots of comfortable chairs, magazines, books, and beautiful plants. The receptionist’s greeting was pleasant, “Hello, welcome to our practice. I apologize for the paperwork necessary for your first visit. Will you please complete this form for me?” Beside her was a plaque with the inscription:

“Hello, my name is Beth. I enjoy giving each patient personal attention. If you need special help, please let me know. I am here to help you. We all **know** if we don’t take care of you, someone else **will**. We value your health and your selection of our doctors and our practice. Thank you.”

It was obvious that David and the receptionist had been encouraged to value patients.

There were more invitations to come. When the time arrived to go back to the examining room, the nurse walked *into* the waiting room, pleasantly called out the patient’s name and smiled asking how the patient was. There was a label on each book located in the examining room stating,

“Our physicians are sometimes delayed by the needs of other patients and cannot be as prompt as they would like. We hope our reading material will make these few quiet moments in your life pleasant. Please do not remove from the examining room. Our next patient may need a little happiness! Good Health.”

Though this label included the negative “do not,” the apology and concern for the time a patient may have to wait in the examining room indicated that patients are cared about and invited to enjoy excellent reading material. These nice books were selected to be meaningful in a short reading time, for example, a “Reader’s Digest” *Life in These United States* compilation and “Quotable Quotes.” There were no old, tom magazines.

Equally inviting was the time spent with the physician. The patient was allowed plenty of time to discuss symptoms. The doctor listened calmly, making eye contact and appearing unhurried. The patient’s input was valued. The examination was also unhurried and the physician was gentle which denoted caring. The physician conveyed a desire to understand the patient, responding, “You have had some bad experiences with authority figures, haven’t you?” The physician responded to the patient’s list of symptoms by saying, “We can help that,” offering a positive, optimistic professional stance. A needed referral was cordially agreed to. The physician intentionally cultivated a trustful relationship. The physician conveyed to the patient that the patient was valuable. The patient was

genuinely complimented and encouraged as the physician said, “You are handling a difficult situation well and I think you are capable of accomplishing your goals. Don’t give up.” The physician was obviously convinced that emotional wellness is essential to good health. She placed encouragement as skillfully as she would have a needle. The examination completed, the patient was accompanied to an office where a smiling, friendly person offered to make the referral immediately. Necessary pre-certification was handled by this referral specialist. The check-out was even pleasant, with another sign promising personal attention. Gladly, the patient paid and made a future appointment, feeling invited, respected and optimistic.

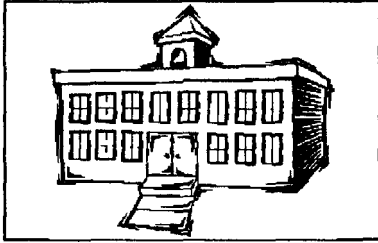
Tina Page is an entering masters student in counseling in the Department of Counseling and Educational Development at The University of North Carolina at Greensboro. Greensboro. NC. 274 12.

Stay in School

Don’t be a fool, stay in school.
If you don’t, you won’t get an education.
You’ll be a nerd on *a* permanent *vacation*.
You won’t be a leader for this nation.
You’ll probably work at a gas station.
You won’t be able to **afford** a car.
You’ll end up drunk in a bar
You’ll be in jail because you chose to fail.
You’re a fool if you don’t stay in school.

Now if you’re in jail, you don’t get much mail.
Your family is hurt and they don’t understand you.
They’re crying too, just like you.
You live on the street. You’re not clean and neat.
You have rags for clothes.
You have a constant runny nose.
Now you’re lying in a bed.
Everybody is surprised you’re not dead.
So clean up your act. Man, that’s a fact.
Don’t be a fool. Please stay in school!

Adam Rimmer, 4th Grade
Gotsch Intermediate School, St. Louis, MO 63 123
Reprinted from the December 1989 Invitational Education FORUM



Inviting School Award Winners 1996-1 997

Dr. Judy Lehr, Department of Education, Furman University, 3300 Poinsett Highway, Greenville, SC 29613, outgoing Coordinator of the Inviting School Award Program has submitted a list of schools which earned the Inviting School Award for 1996. Inviting School Awards were presented to the following schools and school systems during the 1996 International Alliance for Invitational Education 14th Annual World Conference in Virginia Beach, Virginia. Congratulations to these schools! And thanks, Judy, for your wonderful 10 year leadership with these awards! !

Inviting Schools

Calcium Primary School, Calcium, New York 13616. Principal: Lana Taylor Brown.

Colonial School, 3 15 Highbrook Avenue, Pelham, New York 10803 Principal: Gerald P. Finelli.

Cornorate Landing Elementary, 1590 Corporate Landing Parkway, Virginia Beach, Virginia 23456. Principal: William R. Skaggs.

East Olive Elementary School, 2583 East Green Road, St. Johns, Michigan 48879. Principal: Gretchen **Baarman**.

Grand Island Senior High School., 2124 North Lafayette, Grand Island, Nebraska 68803. Principal: Kent B. Mann.

Hillside Elementary School, 4500 Clifton Avenue, El Paso, Texas 79903. Principal: Linda J. Holman.

Mountain View Middle School 645 Mitchell Road, Blackfoot, Idaho 83221. **Principal**: Scott L. Crane.

Ocean Lakes High School, 885 Schumann Drive, Virginia Beach, Virginia 23454. Principal: Dr. Jerry Deviney.

Rose Park Elementary School, 1130 West Sterling Drive, Salt Lake City, Utah 84 116. Principal: Rosanne Jackson.

Whately Elementary School, 273 Long Plain Road, Box 158, Whately, MA 01097. Principal: Donald A. Skronski.

Inviting School District Award Winners

East Muskingum Schools, 13505 John Glenn School Rd., New Concord, OH 43762. Superintendent: Jim Mahoney.

Lake County Schools, 201 West **Burleigh** Boulevard, **Tavares**, Florida 32778. Superintendent: Thomas E. Sanders.

Again congratulations to these schools! ! Please visit if you can.

"People do not invite objects: with objects, such terms as 'motivate,' 'build,' 'shape,' 'enhance,' 'turn on,' and 'reinforce' are used. "

W.W.P.

Inviting School Award Program for 1997 and 1998

Diana Brown, Howey Professional Development Center, Howey-in-the-Hills, FL 34737, is the new Alliance Inviting School Awards Chair. She has provided the following announcement:

WANTED... Interesting and Creative Ideas for the Inviting School Award Program

I have already received many requests concerning information on the Inviting School Award program. The Awards Committee will meet at the October 1997 Leadership Institute in Lake Placid, NY, to build on the existing awards program and to further develop the Inviting School Award.

Please send your suggestions for revisions of the guidelines, questionnaire, and possible portfolio ideas to me so that they can be shared with the committee when it meets in October.

- **t l** *I will be accepting your letters of interest concerning application for the award throughout 1997. By December 1997, I will forward the revised information concerning the Inviting School Award to you for formal application. All Inviting School Award information will be due to me by April 15, 1998.*

Beginning in 1998, any schools or districts who have received the Award through October 1996 will be invited to share "Best Practices" on an annual basis to renew their ongoing commitment to invitational practices and assist us with maintaining an accurate data base.

I'm looking forward to hearing from you. Your input is extremely important. Please send your ideas concerning revision suggestions to:

Diana Brown, Alliance Inviting School Award Chair
Howey Professional Development Center
Howey-in-the-Hills, FL 34737
Tele: (352)-324-3663
FAX: (352)-324-2108
e-mail: jbrown4710@aol.com

Star teachers seek to establish in-depth caring relationships in the course of their day-to-day teaching activities, and to avoid, deflect, or defuse problems that would inevitably arise if such rapport had not been developed.

Martin Haberman, 1995

Star Teachers of Children in Poverty

Keynote speaker for the IAIE 1996 Alliance Conference



Membership Matters

Alliance Member News

Gregory Bartlett, has accepted a position as. assistant superintendent of the Brunswick School System in Maine. The Brunswick School System is much larger than his previous employer, Richmond Schools System.

Bonnie Block, 792 1 Starbush Dr., Baltimore, MD 2 1208, is a frequent presenter on "Creating an Environment for Success (5 P's)," "You Make a Difference," "12 Ways to Hug Yourself," and "Roots for Success."

Kenneth Brinson Jr., Doctoral Student, Penn State University, 3 11 Rackley Building, University Park, PA 16802, was invited to deliver the Keynote Address for the Long Island Institute's Summer Institute on School Reform, specifically on the topic of Invitational Theory. He also presented "Total Quality Reform by Invitation" to the International Society of Educational Planners in New Orleans, LA.

Rick Brushett, 39 Valley Mills Rd., Box 482, Mount Albert, Ontario, Canada LOG 1M0, has been promoted to Principal at Longstaff Secondary School in the York Region of Canada.

David Chapman, Assistant Principal, West Vigo High School, 4590 West Sarah Myers Dr., West Terre Haute, IN 47885, developed the 1st Annual "West Side Summit." The summit was a two-evening conference for faculty and staff of West Vigo High School and its middle and elementary feeder schools, parents, and community leaders. Judy Lehr, Furman University, Greenville, SC, was the keynote speaker on the first evening. The summit and the concept of invitational education received a great deal of positive feedback. The staff of West Vigo High School note: "Watch out east coast! The idea of Invitational Education has sparked a great deal of interest in west-central Indiana, and you know what can happen with a spark."

Salene Cowher, 1745 Timber Drive, Cambridge Springs, PA 16403, was promoted to Associate Professor and is currently Department Chairperson of the Counseling and Human Development Department at Edinboro University of Pennsylvania.

Dean Fink, 142 Marigold Court, Ancaster, Ontario, Canada L9G 3M3, Leadership Consultant, has co-authored a book with Louise Stoll called Chanting; Our Schools, published by Taylor Francis. Chapter 7 is "Invitational Leadership."

Ben Lombardo, 2 1 Candle Hill Court, Warwick, RI 02886, will present programs in Burlington, Vermont and St. Louis, MO in 1997 on the topic of "Invitational Approaches to Coaching."

Gwyn M. Costner, 760 Doggett Rd., Forest City, NC 28043, a licensed professional counselor in North Carolina, retired in December, 1996. Good fortunes, Gwyn!

Meda Howell, 4202 Pheasant Run, Greensboro, NC 27455, had retired. She was member of the Alliance for many years and presented numerous programs on invitational counseling.

Alan Jones, publisher, Caddo Gap Press, publisher of Advancing Invitational Thinking edited by John Novak, announces that his publishing company is moving from California to Michigan. The new address for Caddo Gap Press is 317 S. Division St., Suite 2, Ann Arbor, MI 48104.

Jacobus Kok, Box 524, Auckland Park, Johannesburg, South Africa, 2006, delivered papers at

the ICP-Conference in Bauff in July and at ISPA in Eger in Hungary in August. He is also serving as Dean of the School of Education, Rand Afrikaans University for 1996.

David A. Kergaard, Kent County Public Schools, 2 15 Washington Avenue, Chester-town, MD 2 1620, has been promoted to Assistant Superintendent of Curriculum and Instruction.

Tom Lee, Principal of James B. Edwards Elementary School (an inviting school award winner) 855 Von Kolnitz Rd., Mt. Pleasant, SC 29464, was a given a **momento** of appreciation during the dedication of a handicap-accessible playground at James B. Edwards Elementary School. Carolina Children's Charity provided a \$6, 661.00 grant toward more than \$20,000.00 raised for the playground project.

Greg and Goldi Mvers (formerly Goldi Berryhill) were married in November 1996 and have a new address: 339-D Burlingate Drive, Greensboro, NC 27407.

Gary Nott, principal of Limehouse Public School and Limehouse Public School, Limehouse, Ontario, LOP 1H0 were recently featured in The Independent and Free Press, a newspaper serving Georgetown Acton and surrounding areas of Canada. The newspaper article focused on the "first day back" to school after summer break.

John Piper, 1144 Lyn Road, Bowling Green, OH 43402, has been awarded a Fetzer Institute Scholarship to attend the "Courage to Teach Program", a two year renewal program of quarterly retreats. John is one of 30 teachers and educators who will participate in the Baltimore-Washington "Courage to Teach" group.

Elizabeth Posey, Ed.D, has accepted a position as Associate Professor at the College of the Southwest, 6610 Lovington Highway, Hobbs, NM 88240. Bob Posev is moving from Hager-man Schools to Hobbs School District.

Betty L. Siegel, Co-Director of the Alliance, announced recently that Kennesaw State College has been renamed to Kennesaw State University, 1000 Chastain Road, Kennesaw, GA 30 144. Betty is President of Kennesaw State University.

Barbara Smith, Department of Educational Studies, Box 6959, Radford University, Radford, Virginia, 24 142 presented a paper "Definitions of Democracy for Educational Leaders" at the Association of Teacher Educator's summer workshop in Tarpon Springs, Florida. She also presented at the International Conference in Heidelberg, Germany, a presentation entitled, "Global Conversations."

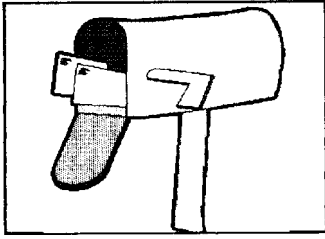
Deborah Tippett, has been appointed Head of the Department of Human Environmental Sciences at Meredith College, 3800 Hillsborough St., Raleigh, NC 27607.

Esther Wright, PO Box 460818, San Francisco, CA 94146, is offering Teacher Renewal Retreats in Santa Barbara, New Orleans, New York, and St. Louis during the summer. The purpose of the Teacher Renewal Retreats is to reinspire and renew educators who want to experience joy and satisfaction in their work. To learn more contact Esther by mail or call 1-800-798-2686.

"Star teachers view discipline primarily as a natural consequence
of their ability to interest and involve learners."

Martin Haberman, 1995, Star Teachers of Children in Poverty
Keynote speaker for the 1996 IAIE world conference

Member Comments



Keep up the good work! Ben Lombardo, Warwick, RI 02886.

Good show, keep on keepin' on. John H. Lounsbury, Milledgeville, GA 31061.

I love it. Great insights and practical ideas. Cindy Ericksen, Burnett, WI 53922.

Keep up the great work. Jeanne Binggeli, Strongsville, OH 44136.

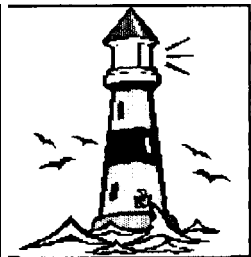
Letters to the Editor

Dear Editor,

Dr. Purkey recently spoke to teachers at Baker High School, Baker, Florida. Through Dr. Mabel Jean Morrison, word spread quickly through the Florida panhandle schools of this event. Several of my teachers were able to attend and were so excited. Through Dr. Purkey's generosity the presentation was taped, and I recently shared this presentation with our entire faculty. What a lift and inspiration for all who saw him! Dr. Purkey, "you're not getting older, just better!"

Thank you for continually rejuvenating all of us!

Dianne T. Oswald, Principal
Marianna Middle School
4144 S. Street, Marianna, FL 32448



Lost Members

If you know the address of the following members, please let us know:

Frank Johnson
825 Elgin St. N.
Cambridge, Ont. Canada N 1 R 5 W 1

Andrea Gillis
7824 Signal Station Drive
Knoxville, TN 37920

Anita Butler
130 N. W. Davis St.
Burlington, NC 27215

Dr. Karen S. Angello
PO Box 18384
Spartanburg, SC 19318

I have never met a star teacher clutching a grade book, or averaging grades based on test scores, or taking papers home simply to grade them, or meeting with parents just to share grades, or using grades as the primary basis for recommending retention, or grouping children on the basis of grades, or complaining about grades, or happily entering grades on permanent records, or using grades to explain to a child how well he or she is progressing.

Martin Haberman, 1995
Star Teachers of Children in Poverty
Keynote speaker for the 1996 IAIE world conference

Ideas to Consider

Sedalia Elementary School

Lane Anderson, Principal
Sedalia Elementary School
PO Box A, Sedalia, NC 27342



Sedalia is an elementary school with 425 students in kindergarten through fifth grade. Our 51 staff members include classroom teachers, teacher assistants, specialists, itinerant teachers, custodians, cafeteria workers, and administrative staff. We regard every adult in our school as a teacher/parent role model for young people and are bound by the common vision that every child can be successful according to his/her unique abilities.

Our collective strategies are eclectic in nature drawing on the best of several philosophies to achieve our united goal to develop every child holistically both in academic and citizenship skills. We are known as a “Comer” school because we are organized around the principles of Dr. James P. Comer’s School Power which advocates the shared ownership and empowerment of everyone associated with our school. Secondly, we are an “inviting school” based on Dr. William Purkey’s Inviting School Success assertion that every child is able, valuable, and responsible. These qualities must be “invited forth” every day. Additionally, we are proponents of Ron Edmonds’ seven correlates of effective schools which create the conditions for children to succeed and develop holistically. In our upper grades, we pursue the Paideia methodology of instilling critical thinking skills among our students through the Socratic process of divergent thinking and inferential analysis. These philosophies occur within an atmosphere of “family” since our belief is that good schools are

like good families which encourage children through: positive expectations, consistent fairness, continuous nurturing, respect, unconditional love and caring, communication, and on ongoing commitment to holistic development. Our one rule of discipline is to respect oneself and others at all times.

In essence, there is a total “team spirit” among our very professional and caring staff members to do whatever it takes to educate every child. We are fortunate to have outstanding, involved parents and community support for our goals and objectives. We work every day within an ethos of respect, “no fault” teamwork, caring, hope and enthusiasm which has led to our new school motto: “Together, we can make a difference.”

Alliance Member Named Alabama’s Superintendent of the Year

Philip Raley, Opelika City School Superintendent, was selected as Alabama’s Superintendent of the Year for 1996-1997. He will be the state’s nominee for the National Superintendent of the Year. Raley is known for his leadership in promoting his school system’s technology program which provides all 10 schools in Opelika with direct access to the Internet.

Opelika City School system has implemented many innovative programs, including one which reaches out to parents and their newborn children. All babies born within the city are given a “Welcome to the World” bag which contains tapes, books, and a guide for parents. The school system plan is to make at least five contacts with the family before the child is 5 years old.

10 Ideas for More Efficient Studying

W. Burke MacDonald Director of Guidance and Robert Carlson, Career Counselor at Addison Trail High School, 2 13 Lombard Rd., Addison, IL 60 10 1, included the following ideas concerning study habits to parents of their students. These ideas were also presented at the International Alliance for Invitational Education Conference in a paper entitled, “Conquering the Storm of Academic Failure...**Creating** Alternatives When an Umbrella Isn’t Enough.”

1. Help your son or daughter make a study schedule and stick to it. Plan a minimum of 1 1/2 hours, five times a week.
2. Help your student find one particular study place that is comfortable, quiet, and well-lighted and always ask them to study in that place. Keep distractions at a minimum.
3. Teenagers should study in 45 minute blocks with 10-15 minute rest periods after each block of 45 minutes.
4. Make sure home study materials are readily available, such as dictionary, thesaurus, paper, pens/pencil.
5. Encourage a positive attitude in your student. You are study consultants--give help if it is needed, but don’t do the work for them. Try not to react with anger. Be patient.
6. Students should take notes on each chapter as it is read, whether the teacher requires this or not.
7. Encourage your son or daughter to ask their teachers to clarify material if they don’t understand.
8. Take an interest in what’s being talked about in your child’s classes. Ask specific

questions. Don't accept "nothing" as a response. Ask to see class work, notes, quizzes, and tests. If they say they don't have anything, call the teacher immediately.

9. Talk to your child's teachers.
10. If grades suffer, insist they cut down on outside activities until their work improves.

Dealing With Paperwork

Terry Alderman, 298 Fripp Point Road, St. Helena Island, SC 29920, an educational consultant and author of Discipline: A Total Approach (1992) suggests the following ideas for dealing with paperwork:

1. Prioritize what you need to accomplish by dividing tasks into an A, B, C format. Things put into the "A" box need to be acted on today or tomorrow. Items in the "B" box don't need to be dealt with for a few days. Items in the "C" box can be put on hold for a week or more.
2. Avoid shuffling papers around. Try to handle each piece of paper one time or as little as possible. Take an action concerning the paper when it comes across your desk.
3. Separate items into three categories: those that require you to act, those that should be read or filed away, and those that can be thrown away.
4. Throw out junk mail or recycle it instead of reading it.
5. Don't keep what you may never use. Avoid the pack rat phenomenon.

*"There are few, if any, conditions that humans
cannot transcend provided they are
suitably invited to do so."*

"Some people wish, others want, successful people invite."
w. w. P

Cultural Norms of Inviting Schools

John Piper, 1144 Lyn Rd., Bowling Green, OH 43402, suggests the following ideas concerning the cultural norms of inviting schools.

1. Does your school have a shared sense of what it is trying to achieve?
"We know where we're going."
2. Does your staff feel that everyone can and must make a difference?
"We cannot fail."

3. Is your school **collegial** as defined by joint work?
"We're working on this together."
4. In your school, does the **staff** continuously try to improve?
"We can get better."
5. Are staff members actively engaged in continuous learning?
"Learning is for everyone."
6. Does the staff of your school experiment and learn through trial and error?
"We learn by trying something new."
7. Do staff members, principals particularly, make time for each other, even when busy?
"There is always someone there to help."
8. Does your staff believe that diversity is a strength and there is freedom to achieve shared goals in different ways.
"Everyone has something to offer."
9. Does your school accept disagreements as an acceptable and necessary part of **collegial** support groups?
"We can discuss our differences."
10. Do people in your school feel valued and recognized?
"We feel good about ourselves."

Talk About Disinvites!!!

Television Violence

74 dead-----"Total Recall"

89 dead-----"Robocop"

2,106 dead-----"Rambo III"

264 dead ____ -----"Die Hard II"

War Between School and the Streets

Alliance Magazine

Summer 1996

Education and Humor

Glen Walter, Professor of Education, School of Education, Winthrop College, Rock Hill, SC 29733, has written an article entitled, "Laugh Teacher Laugh," which was published in Creating Positive School Climate: Keys to Success, a Teaching for Excellence publication. Glen Walter suggests that educators bring humor into the classroom by using the following ideas:

1. Share humorous events that happen in your own life.
2. Perceive class clowns as allies. They can work with you to create humor in the classroom.
3. Read humorous books to your class.
4. Tell the class about funny things you've seen in the movies or on T.V.

5. Ask your students to find funny stories in newspapers and magazines.
6. Ask students to write and act out funny stories or plays.
7. Be able to laugh at your own mistakes rather than trying to hide them.
8. Break the school routine by wearing something funny to school, such as a funny hat.
9. Learn to see more humor in life and not take things so seriously.



Journals and Books

The Journal of Invitational Theory and Practice

Dr. William Stafford editor of The Journal of Invitational Theory and Practice (JITP) would like for you to submit manuscripts for JITP. Stafford's address is: 168 Lindfield Circle, Macungie, PA 18062. The next journal will soon be in your mailbox.

Advancing Invitational Thinking

The sales of Advancing Invitational Thinking during the first half of 1996 earned royalties of \$81.02. John Novak, editor of the book, had asked that royalties be donated to the International Alliance for Invitational Education. Thanks John. This exciting book may be obtained from the Alliance for \$8.00.

"A Case About Amy"

A Case About Amy is a new book by R. C. Smith and published by Temple University Press, Board & Oxford Sts., Philadelphia, PA 19 122. Toll-free number: 1-800-447-1656. The book describes the Rowley family's struggle that began when their daughter Amy entered kindergarten and culminated five years later in a pivotal decision by the U. S. Supreme Court. In effect, the Court majority concluded that the Individuals with Disabilities Education Act did not mandate equal opportunity for children with disabilities in classes with typical children; a disappointing decision for disability advocates.

The Supreme Court decided that schools were required **only** to provide enough help for children with disabilities to pass from grade to grade. The Court reversed lower court rulings, which had granted Amy an interpreter, setting a precedent that could affect the quality of education for all individuals with disabilities. From the time Amy entered kindergarten in Peekskill, New York, her parents battled with school officials to get a sign language interpreter in the classroom. Nancy and Clifford Rowley, also deaf, struggled with officials for their own right to a communications process in which they could fully participate. Stuck in limbo was a bright, inquisitive child, forced to rely on partial lipreading of rapid classroom instruction and interaction, and sound amplifiers that were often broken and always cumbersome.

Cost of the book is \$54.95 (cloth) and \$19.95 (paper).

Announcing...

The 1997 Invitational Education Leadership Institute

On October **24-26, 1997** the International Alliance for Invitational Education will present a unique and exciting institute designed to provide in-depth training in Invitational Leadership for those who are already, or who desire to be, leaders and consultants in Invitational Education.

The Institute dates will be from noon on Friday, October 24, 1997 until noon on Sunday, October 26, 1997. The meeting will take place in the scenic village of Lake Placid, New York at the base of the beautiful Whiteface Mountain. Our host hotel will be the Golden Arrow, considered to be one of the best hotels in Lake Placid.

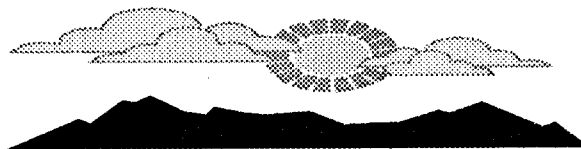
Trainers for the Institute will include the co-founders of Invitational Education, Betty Siegel and William Pm-key, who will be assisted by some of the most experienced leaders in Invitational Leadership. Program topics will include:

- *Creating Inviting Schools
- *Applying Invitational Leadership in Difficult Situations
- *Presenting Winning Workshops and Powerful Programs
- *Understanding the Philosophy of Invitational Leadership
- *Providing Invitational Leadership for Diverse Populations

A UNIQUE FEATURE OF THIS INSTITUTE IS THAT ENROLLMENT IS LIMITED TO THE FIRST SIXTY PEOPLE WHO SEND IN THEIR REGISTRATION FEE TO HARVEY SMITH. The registration fee is \$150.00. The cost for lodging at the **Goldern** Arrow Hotel for two night's lodging (Friday and Saturday) is \$164.00 single, \$82.00 each double, and \$62.00 each triple.

Please send your registration fee to the Institute Director:

Harvey Smith
198 Cottage Road
Colton, NY 13625



We're Entering the Starting Gate For Our

1998

World Conference on Invitational Education



Our 1998 World Conference on Invitational Education will be held at the Lexington Hyatt Hotel, Lexington, Kentucky, on October 14-18, 1998. The beautiful blue grass country of Kentucky is a wonderful place for the International Alliance for Invitational Education to meet for the purpose of renewing our spirit and reviving our vigor. Invitational educators believe that Invitational Education is the vital force that is the foundation of educational transformation.

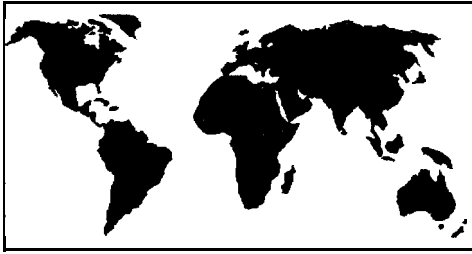
Leaves in Kentucky will be at their peak in color, the fall horse races will be in session at the Keeneland Racetrack, and a magnificent horse farm tour will be available for participants.

The program planning committee has begun to design the program for this exciting conference, and additional information will be available in future **FORUMs**. Woodford County Schools, Fayette County Schools, and Jessamine County Schools of Kentucky will be among those school systems and universities that will host this exciting conference. A Call for Proposals will appear in future **FORUMs**.

Plan now to participate in this inspiring event. It will be great fun to join with a dynamic group of Invitational Educators, to learn the latest in creating more caring educators, gentle teaching, inviting, exciting schools, and to enjoy the internationally famous hospitality of Kentucky Bluegrass Country.

To learn more, please contact:

1998 Invitational Education WorldConference
c/o Sue Bowen
Woodford County Board of Education
131 Maple St., Versailles, KY 40383-1499
(606) 873-4701



IAIE Celebrates 15th Anniversary

Paula H. Stanley
Radford University

The International Alliance for Invitational Education celebrates its 15th anniversary in 1997. In 1982, twelve individuals met at Lehigh University to begin our organization, which has grown to over 1000 members in the United States, Canada, and several countries. We are truly an international organization. I marked the occasion of our anniversary by sifting through old conference files dating back to 1978. I found the following invitation dated 1982:

Dear Colleague:

Greetings from Greensboro. As most of you know, the Alliance took a step toward greater professionalism by becoming a non-profit organization. Subsequently, additional stature has been gained through providing membership by the payment of annual dues. Attainment of full professionalism as an organization will come through an annual convention. We are considering the possibility of an annual convention, April 22-24, 1983. To conduct such an event requires a great deal of effort. Far more than two or three people can provide. Therefore, we invite you to become a member of the Convention Coordination Committee..

William Watson Purkey

The earliest membership records were found in the 1983 file and included 105 people in 24 states and Canada. I discovered that 27 of the first members of IAIE are still members!! These truly "long marchers" are by state:

Eddie Collins, Jr. (FL)	Jack Schmidt (NC)	Samuel Spaght (KS)
Doug Joiner (FL)	Nina Starr-Cohen (NC)	John H. Wilson (KS)
Buzz Lee (FL)	Judy Engel (NY)	Sandra Adams (NC)
Bettie Palmer Spratt (FL)	Cheryl French Stehle (NY)	Gurney Chambers (NC)
Dan Shaw (FL)	Richard Warters (NY)	William Purkey (NC)
Dorothy Thomas (FL)	Patricia Buckingham (OH)	Dorothy Russell (NC)
Bruce Voelkel (FL)	William Stafford (PA)	Dean Fink (Canada)
Betty Siegel (GA)	Thomas Cloer (SC)	John Novak (Canada)
Dennis Butts (IL)	Fay Clark (VA)	Ray Varey (Canada)

In 1979, the definition of invitational education was as follows:

Invitational Education is a special approach to human interaction which focuses on the **quality** and quantity of messages, verbal and nonverbal, formal and informal, which are sent and received and which bid people to see themselves as valuable, able, inter-dependent, and therefore, responsible. Earmarks of invitational education are its commitment to the value of people and their self-directing abilities to influence their own development. This ability is facilitated in an environment which purposefully encourages its development.

Congratulations to IAIE!! Happy 15 th Anniversary!

The International Alliance for Invitational Education

The International Alliance for Invitational Education is chartered by the State of North Carolina as a not-for-profit organization. Members consist of an international network of professional helpers who seek to apply the concepts of invitational education to their personal and professional lives. Invitational education is an ethical theory of practice that is centered on five propositions:

1. People are able, valuable, and responsible, and should be treated accordingly.
2. Education should be a cooperative activity.
3. Process is as important as product.
4. People possess untapped potential in all areas of worthwhile human endeavor.
5. 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.

TO JOIN THE ALLIANCE, please send dues of \$25.00 and your name and address to: International Alliance for Invitational Education, School of Education, The University of North Carolina at Greensboro, Greensboro, NC 27412.

IAIE staff

Diana Brown, Chair, Inviting School Award Program, Howey Centre, 525 Georgia Avenue, Howey-in-the-Hills Florida 34737.

John Novak, Coordinator of Canadian Invitational Education, **Brock** University, St. Catharines, Ontario, Canada L3S 3A1.

William Watson **Purkey**, Co-Director, School of Education, UNCG, Greensboro, NC 27412.

Betty L. Siegel, Co-Director, Kennesaw State University, 1000 Chastain Rd., **Kennesaw**, GA 30144.

Wendi Schweiger Patton, Administrative Assistant, **IAIE**, UNCG, Greensboro, NC 27412.

William Stafford, Editor, The Journal of Invitational Theory and Practice, 168 Lindfield Circle, Macungie, PA 18062.

Paula Helen Stanley, Editor, Invitational Education FORUM, and Membership Chair, PO Box 6994, Radford University, Radford, VA 24142.

THE INTERNATIONAL ALLIANCE FOR INVITATIONAL EDUCATION
DEPARTMENT OF COUNSELING AND EDUCATIONAL DEVELOPMENT
C/O SCHOOL OF EDUCATION,
THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
GREENSBORO, NC 27412

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