

INVITATIONAL EDUCATION FORUM

The International Alliance For Invitational Education
c/o School of Education
The University of North Carolina at Greensboro
Greensboro, NC 27412

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15

Years of Service

IAIE

We're Entering the Starting Gate for Our 1998 World Conference on Invitational Education

"Inspiring Education: Racing to Success for Everyone"

Football fans call it "momentum."
Golfers call it the "groove."
Fighter pilots call it "rhythm."
Judo experts call it "sparkle."
But by whatever name we choose
For his indefinable force.
We know it is critical for success.

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, reviving our vigor and racing to success for everyone. Invitational educators believe that Invitational Education is the vital force that is the foundation of educational transformation.

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. 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.

Among the many internationally-acclaimed speakers who have accepted our invitation to speak are Harry Wong, Sandi Redenback, Betty Siegel, William Purkey, Judy Lehr, John Novak, Charlotte Reed, Eddie Collins, and Harvey Smith. In addition, numerous workshops will be conducted by innovators in Invitational Education.

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 and exciting schools, and to enjoy the internationally famous hospitality of Kentucky Bluegrass Country. To learn more about registration and program proposal submissions, please contact:

1998 Invitational Education Conference C/o Sue Bowen
Woodford County Board of Education 131 Maple St., Versailles, KY 40383
Telephone: (606) 873-4701 FAX: (606) 873-1614

CALL FOR WORKSHOP PRESENTATIONS

Conference Theme:

"Inspiring Education: Racing to Success for Everyone" The 15th Annual World Conference On Invitational Education

Lexington Hyatt-Regency Hotel, Lexington, Kentucky October 14-18, 1998 For our 1998 World Conference We have named it "inspiring." Fires will not burn without oxygen. Cars will not go without gasoline. Hearts will not beat without adrenaline. Stomachs will not digest without hydrochloric acid. And Schools will not run without spirit. We look forward to receiving and reviewing your 1 1/2 hour workshop proposal. Please submit your proposal as early as possible. We would like to have all proposals in my March 6, 1998.

PRESENTATION TITLE:

ABSTRACT OF PRESENTATION (25 WORDS OR LESS) TO BE USED IN CONFERENCE PROGRAM:

PLEASE LIST PRESENTERS (USE AN ADDITIONAL PAPER TO LIST MORE THAN TWO PRESENTERS):

EQUIPMENT TO BE USED:

Please bring your own equipment where possible as hotel rentals of audiovisuals are terribly expensive. In hardship cases, please contact: Sue Bowen, Conference Director, Woodford County Board of Education, 131 Maple St., Versailles, KY 40383. Telephone: (606) 873-4701. FAX: (606) 873-1614.

BACKGROUND INFORMATION (Please attach a brief resumeto be used for introduction purposes):

EXPANDED DESCRIPTION OF PROPOSED PROGRAM:

We plan to notify you on the status of your paper by July 1, 1998. Should your proposal be accepted and you find that you cannot attend the conference, please contact the Program Chair as soon as possible. Thanks for submitting your proposal. (All presenters are expected to register for the Conference.)

Please mail your proposal to:

PROGRAM CHAIR

C/O WILLIAM W. PURKEY

DEPT. OF COUNSELING & EDUCATIONAL DEVELOPMENT SCHOOL OF EDUCATION

THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO GREENSBORO, NC 27412

TELEPHONE: (910) 334-3431 FAX: (910) 334-3433

1998 IAIE CONFERENCE AGENDA:

"Inspiring Education: Racing to Success For Everyone"

Thursday, October 15, 1998--Pre-Conference

7:30 a.m. Registration Begins
8:00 a.m. - 9:00 am. Continental Breakfast (Complimentary)
9:00 a.m. - 11:30 a.m. "Invitational Education" --Pres-Session
John Novak, Brock University, Ontario, Canada
William W. Purkey, The University of North Carolina at Greensboro Betty L. Siegel,
Kennesaw State University, Marietta, GA
11:30 a.m - 12:30 p.m. Lunch on Your Own
12:30 p.m. - 5:00 p.m. OPTIONAL TOURS (Keeneland Race Track, Shakertown Village, Irish Acres OR
SUCCESS STORIES ("Invitational Education in Action"--Reports by Outstanding
Schools)
7:00 p.m. KENTUCKY DERBY SIMULATION

Friday, October 16, 1998 -15th WORLD CONFERENCE BEGINS

7:30 a.m. Registration/Continental Breakfast (complimentary)
8:30 a.m. GENERAL SESSION 1: "How to Invite Teachers to Be Effective & Successful" Harry
Wong, Teacher, Author, Consultant, Sunnydale, CA
10:30 a.m. Break
10:45 a.m. GENERAL SESSION 2: "Invitational Education: Firing Line" Panel Moderator--Judy
Lehr, Furman University Five distinguished leaders in Invitational Education
12:15 p.m. Lunch on Your Own
1:45 p.m. GENERAL SESSION 3- "Inviting Student Success Through an Understanding Of
Emotional Intelligence" --Sandi Redenback, Dixon, CA
3:15 p.m. Break
3:30 p.m. SESSION A WORKSHOPS
6:00 p.m. Dinner (included in registration)--Special Entertainment, Kentucky Horse Farm

Saturday, October 17, 1998--Conference Continues

7:30 a.m. Continental Breakfast (complimentary)
8:30 a.m. GENERAL SESSION 4- "Castle Windows and Casket Lids"
William W. Purkey, The University of North Carolina at Greensboro
10:30 a.m. Break
10:45 a.m. SESSION B WORKSHOPS
12:15 p.m. Lunch on Your Own
1:45 p.m. SESSION C WORKSHOPS
3:15 p.m. Break
3:30 p.m. GENERAL SESSION 5--Closing Session and Awards
Betty Siegel, Kennesaw State University
Diana Brown, Lake County Schools, Florida
5:00 p.m. Reception and Cash Bar and Dinner on Your Own

Sunday, October 18, 1998--Post Conference

8:00 a.m. Continental Breakfast (complimentary)
9:00 a.m. -11:45 a.m. "How To Present Successful Programs on Invitational Education"
John Piper, Bowling Green University, OH
Eddie Collins, University of North Florida

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Editorial Note:

Well, a new school year has begun. Once again there are opportunities to try new things and learn more about anything that interests one. As I thought about the new school year I thought back to my first day in school. My first day of school was a hot day in August in 1958. All first graders and their mothers sat in a steamy dark auditorium waiting for their names to be called by some official at the front of the auditorium. One by one, each child went with his or her mother to the important official who then spoke to them. After being spoken to, the child and mother walked up the aisle from the front of the auditorium to the back and out of the exit doors. Many of the children would be screaming or crying as they walked up the aisle. In some cases, the mother almost had to drag the child up the aisle. I wondered what the official was telling these children as I waited my turn. But I was ready for whatever would come. I was in my best Sunday dress, crinalen and black patten leather shoes. When my name was called out, my mother and I walked up to the front of the auditorium. I was very anxious as I walked toward this serious looking official. The official happened to be the principal (a seemingly important designation) and he merely told us who my teacher would be. That was it? What were all those children crying about?

Later I realized that many of the children were afraid of school and/or didn't want to leave their mommies. I thought it was rather exciting to go to school. When I walked into my first grade classroom, the first thing I saw were books about birds, colorful birds, with some words under them. That is the first and last time I recall not knowing how to read. But, I wanted to read so I could learn about those birds. And I did.

I wonder what it is like for young children today as they enter school for the first time. Sometimes I think it is harder on the mothers. I've had mothers sitting in my college classes who had pictures of their young child on their desk. I asked the mother about it and they responded with teary eyes. They had just sent their first or last child off to school. A milestone for both. Of course, there are many milestones in education. The transitions between levels from elementary to middle to high school. The young college freshmen and the older adults who enter college for the first time. Then there are the adults who come back for graduate degrees or continuing education. As teachers, counselors, and administrators, we have a wonderful opportunity to positively influence these individuals and be influenced in return. Education is a wonderful occupation for constant regeneration.

The invitational model suggests that as we interact with individuals there are five assumptions to keep in mind that help create optimal conditions for reaching human potential. Those assumptions are: (1) people are able, valuable, and responsible and should be treated accordingly; (2) education should be a cooperative, collaborative activity; (3) people possess untapped potential in all areas of worthwhile human endeavor; (4) process is as important as product; and (5) human potential can best be realized by creating and maintaining places, people, policies, processes, and programs specifically designed to invite development, and by people who are intentionally inviting with themselves and others, personally and professionally.

What follows are many opportunities for you to become involved with the Alliance. We have interest groups, conferences, and publications in which you may be interested. We summon you most cordially to help us continue to create the future of the Alliance.

Paula Helen Stanley, Ph.D., LPC, Editor
Counselor Education Department Radford University
PO Box 6994, Radford, VA 24142
Telephone: (540) 831-5835
FAX: (540) 831-6755

WE NEED YOU!!
WE Affiliates-and Divisions
WANTED: We Want 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

You are invited 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 68182.

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
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1502 Mountain Shadow
Carlsbad, NM 88220

Dr. Tommie Radd, Treasurer
Dept of Counseling, Kayser Hall #421
Univ. Of Nebraska, Omaha
Omaha, NE 68182

**WANTED: Members for the Invitational Counseling Professional Interest Network (PIN) of the
American School Counseling Association**

The Invitational Counseling Professional Interest Network of the American School Counseling Association is alive and well. During the 1996-97 academic year the Invitational Counseling Professional Interest Network accomplished the following:

1. An article entitled, "The School as a System" was published in the ASCA School Counselor.
2. The PIN was publicized in the Invitational Education FORUM twice to elicit members for the PIN. This will be continued with each edition.
3. The PIN was publicized at the Virginia Counselors Association Conference in November 1996.
4. Our PIN contact person presented a preconvention workshop on "Invitational Counseling" at the Virginia Counselors Association Conference in 1996.
5. Correspondence was sent to individuals who expressed an interest in the PIN during Fall 1996.
6. The PIN Contact person wrote a letter to President Clinton in response to his State of the Union address.

Plans for the PIN for the 1997-98 year include the following:

1. Corresponding with each School Counselor Association state president.
2. Publicizing the PIN in each State School Counselor's Association Newsletter.
3. Submitting three articles a year to the ASCA School Counselor.
3. Submitting a program on invitational counseling to the Association for School Counselors National Convention in 1998.

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.

IAIE Web Page Has New Address: <http://www.uncg.edu/ced/iaie>

Dan Shaw reports that he is continually making improvements in our Web site. Please visit our web site if you haven't for the latest in IAIE news and upcoming events. Also get current and past issues of the FORUM and the Journal of Invitational Theory and Practice

For information contact: Dan Shaw, 1750 NE 167th St., N. Miami, FL 33162, who is coordinator of our web.

There are two kinds of people
Decent and Indecent.

Victor Frankl, Evolution of Psychotherapy Conference
Anaheim, CA 1990

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.

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 and 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

Every school year is an invitation to a new year of learning.

Ideas To Consider

This edition of the FORUM presents some ideas for your consideration. In this section of the FORUM you will find poems, innovative school programs and thoughts to consider. We hope you enjoy.

Cultural Norms of Inviting Schools

In the February 1997 edition of the FORUM we cited the "Cultural Norms of Inviting Schools" incorrectly. The cultural norms of inviting schools are contained within Changing Our Schools, pp 92-96, co-authored by Dean Fink, an international leader and consultant on invitational education, and Louise Stoll. The book was published by Taylor Francis in 1996. For further information concerning the book or the cultural norms of inviting schools contact, Dean Fink, 142 Marigold Ct., Ancaster, Ontario, Canada L9G 3M3. Fink and Stoll propose that schools ask themselves the following questions:

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."

"Any invitation provides the opportunity for others to develop trust." "To be inviting it is necessary to true the process.", "Declining an invitation may be way of eliciting an alternative one." "An invitation can be a very small gift, but it is always valuable.

WWP

"Lift Them Up: The Invitation Song"

At the last IAIE World Conference in Virginia Beach, VA in 1997, the faculty and staff of Calcium Primary School, an Inviting School Award Winner, performed a song entitled, "Lift Them Up: The Invitation Song. " It was a wonderful presentation. To order a cassette containing the song, contact Kathy Kelly-George, 133 Central St., Watertown, NY 13601. Send check or money for \$6. 75 which includes shipping and handling. Record studio: Miles Ahead Productions. The composers are Calcium staff members. Published with permission.

"Lift Them Up: The Invitation Song"

Words & Music by Jimmy George, Kathy Kelly-George, and Donna Donohue

"All children would feel welcome to learn....
All families would feel welcome to love...
& All nations would feel welcome to join together in peace....
If we would just--just invite them."

Verse 1

The children are my inspiration--and my life. It's my reflection
mirrored in their eyes.
It's I who sit, and sew the threads ... of humanity. Let me
respect each child's dignity.

Chorus

LIFT THEM UP! Lift them up!
TO THE SKY! To the sky!
OPEN THEIR WINGS! Open their wings!
SEE THEM FLY! See them fly!
LIFT THEM UP! Lift them up!
TO THE SKY! To the sky!
GIVE THEM A VOICE!
Give them a voice! You and I... (yeah!)

Verse 2

There's nothing like that special feeling..you will find
Once you embrace acceptance and emancipate your mind.
I'll bring the message, we'll build the relations.
That will lead to peace among the nations.

It's a feeling that can't be ignored.
You sense it walking in the door.
It warms your mind..your heart, your soul
To see a child, in his eyes, realize his potential.

Getting the Most From Conference Attendance

Author Unknown

The following are some ideas concerning how one can get the most from conference attendance. Perhaps you can use some of these ideas in planning for our 1998 Lexington, Kentucky Conference. Author Unknown.

Your bags are packed, the funds are approved, and you are leaving on a jet plane; you know when you have to be back again; but have you checked the conference as carefully as you might? Attending professional conferences can be a much deserved respite from the academic grind; they can be revitalizing, refreshing, renewing. Attending can also be depression and disappointing. To avoid the negative experience, keep in mind the following points when deciding which conferences to attend.

1. Attend conferences when the organization provides a complete agenda and description of events. As a conference attender you have the right to plan your trip, professional and personal activities in advance.
2. Attend conferences which are not too compact. Conferences should be divided into Day 1 (General) and a Day 2 (Specific) session. This allows greater flexibility in selecting which presentations to attend.
3. Attend those conferences where banquet speakers have a reputation for being worthwhile, not restating previous material. Check around. Usually someone has heard the speaker at a previous meeting. There is nothing like a dull speaker to cast a pall over a conference.
4. Attend a conference when the organization presents a written description of the presenter's topics. Titles can be misleading. A brief description of topics can be provided at a minimal cost. Actually, abstracts should be available on request.
5. Attend conferences when the sponsoring organization provides a description of all costs in advance. As a participant, you have the right to know all costs in advance. Refuse to pay any hidden costs and write a formal complaint if this event occurs.
6. Attend those conferences that strive to employ time management effectively. Check schedules to make sure there are no conflicts of major presenters. Be sure there is ample time available between presentations.
7. Attend conferences that are conveniently housed, with adequate facilities. It can be most distressing to find the two presentations you are most interested in attending are ten minutes apart and ten blocks away from each other. Likewise, it is unpleasant to be one of one hundred in a room designed for twenty-five.
8. Attend conferences where there is evidence that the sponsor will attempt to hold presenters to their time limit. Presenters are notorious for exceeding their time limit. This impedes the flow of the conference, perhaps causing you or a colleague from attending another session. It is also unfair to the next presenter and his/her audience.
9. Attend conferences that utilize evaluation procedures that are specific or have written criteria. Criteria should be in behavioral/specific terms; including content, style, methodology and support materials. Ask for evaluations of presentations from the last conference.
10. Attend conferences when an effort has been made to secure different presenters and topics from the previous year. Variety is important. It keeps a conference fresh and motivates participants. Avoid the "Ole buddy" conferences.
11. Attend conferences that invite and encourage participation from attendees. Look for track records. Examine evaluations from past conferences. Ask for abstracts from presenters. Will there be time for questions, discussion, further amplification of the topic?
12. Attend conferences that are at sites that allow for activities other than attending presentations. Obviously, your first goal is to "get something" from the conference, but just important is the need to "get away." Conference attendance should provide the participant with the opportunity to relax, to revitalize, and to renew their commitments. The participant should return refreshed and enthusiastic.

Many professionals look forward to attending conferences, but it only takes a few negative experiences to change one's attitude. Obviously, few conferences will meet all of the above criteria; but by adhering to the aforementioned suggestions, or by establishing your personal quality control, perhaps conference standards will improve and conference attendance can continue to be a worthwhile experience.

"Taking the Next Step With Invitational Education: Follow-Up Activities"

William Watson Purkey

The University of North Carolina at Greensboro Paula Helen Stanley
Radford University

This paper suggests twelve practical follow-up activities that you can use to put Invitational Theory into real-life practice. Challenges, problems, obstacles, even impossibilities are often invitations in disguise.

1. Follow the HELIX. Chapter Eight of the 1996 3rd Edition of *Inviting School Success* is entitled, "Creating Inviting Schools." This chapter provides a step-by-step procedure for creating and maintaining an inviting school. The chapter is organized around a cumulative plan of action called HELIX. (See pp. 136-141).
2. Join the International Alliance for Invitational Education. Membership in the Alliance (\$25.00 per year) ensures that you receive the FORUM (Alliance Newsletter), *The Journal of Invitational Theory and Practice*, and related materials, including special announcements of conferences and workshops on Invitational Education. To join, write IAIE, School of Education, The University of North Carolina at Greensboro, Greensboro, NC 27412. FAX: (910) 334-3433.
3. Obtain books on Invitational Education. A complete list of publications is included from the Alliance.
4. Write for free materials on Invitational Education. The Alliance will be happy to respond to requests for papers, research reports, and related materials. These materials may be duplicated and distributed to faculties and staffs.
5. Apply for the Inviting School Award. Each year the Alliance recognizes schools and school systems throughout the world which exemplify Invitational Education in action. If you believe that your school or school system qualifies for this distinguished award, please contact Diana H. Brown, Awards Chair, Howey Professional Development Center, 525 Georgia Avenue, Howey-in-the-Hills, FL 34737.
6. Attend Alliance Leadership Workshops and World Conferences Each year the Alliance presents workshops and conferences on Invitational Education. The next World Conference will be held in Lexington, Kentucky, October 14-18, 1998. For details, write to Sue Bowen, Conference
7. Director, Woodford County Board of Education, 131 Maple St., Versailles, KY 40383-1499. 7. Present a Program. Faculty meetings, board meetings, PTA meetings, state conferences, and conventions are all excellent places to present a program on Invitational Education. With a little research and effort you can become a voice for creating inviting schools.
8. Obtain videotapes on Invitational Education. There are professionally-prepared videotapes that show Invitational Education in action throughout the United States. These excellent programs are great for introducing Invitational Education to faculties. Each is about 24 minutes in length, and may be ordered from *The Video Journal of Education*, 549 West 3560 South, Salt Lake City, UT 84115-4225.
9. Use Follow-Up Workshop Presenters on Invitational Education. Names, phone numbers, and addresses of certified presenters on Invitational Education may be obtained by contracting the Alliance. These facilitators are practitioners of Invitational Education who can show fellow professionals how to move from theory to practice.
10. Get People Involved. If Invitational Education is going to take root in your organization, it requires that everyone gets involved. Organize subcommittees based on the five powerful "P's" of Invitational Education: People, Places, Policies, Programs, and Processes. An exciting activity that gets everyone involved is entitled, "The 5-P Relay" and is described in Chapter Five of *Invitational Counseling: A Self-ConcWt Approach to Professional Counseling*, pp. 105-108, (Purkey & Schmidt, 1996, Brooks/Cole).
11. Apply for grants. Parent-Teacher groups, professional organizations, civic groups, and local, state, and federal agencies are willing to provide funds to initiate fresh and innovative programs that promise to enrich the educative process. These grants can be used to obtain training materials, attend conferences, and bring in consultants on Invitational Education.
12. Create an inviting theme. Automobiles will not run without gasoline, fires will not burn without oxygen, hearts will not beat without adrenalin, stomachs will not digest without hydrochloric acid, and your organization will not run without hoopla. Successful themes have included "Blue Leader One," "Our School: The Most Inviting Place in Town," and "Inviting School Success for Everyone." An exciting theme can help to tie everything together.

These twelve ideas may seem simple, but they are not. Change goes through four steps: (1) awareness; (2) understanding; (3) application, and (4) adoption. To move from awareness (where you now are) all the way up to adoption of Invitational Education requires patience and tenacity. The world was not created in a day and neither are inviting schools. Please keep us informed of your progress by writing the International Alliance for Invitational Education, School of Education, The University of North Carolina at Greensboro, Greensboro, NC 27412. FAX: (910) 334-3433. Phone: (910) 334-3431.

References

- Purkey, W. W., & Novak, J. (1996). *Inviting school success: A self-concept approach to teaching*. 3rd Edition. Belmont, CA: Wadsworth.
- Purkey, W. W., & Schmidt, J. (1996). *Invitational counseling: A self-concept approach to professional practice*. Pacific Grove, CA: Brooks/Cole.
- Purkey, W. W., & Stanley, P. H. (1997). *The inviting school treasury: 1001 ways to invite student success*. Greensboro, NC: IAIE.

Better to invite and be rejected than never to invite and be dejected.

Lake County School District Wins Inviting School System Award

The Lake County School System in Lake County, Florida was recognized in the news for winning one of two Inviting School District Awards at the International Alliance for Invitational Education World Conference in Virginia Beach, Virginia. Diana Brown, an Alliance member for many years, was instrumental in developing the programs and initiating the application for the award. Brown, Lake County Effective Teaching Center Program Coordinator, was interviewed. Several schools within the county have reported successes that led to the school district receiving the award. Skeen Elementary School increased its volunteer hours by 2, 000 and improved attendance for at-risk students. Taveres Middle School restructured the school's decision-making process to use Invitational Education. Groveland Elementary developed a flexible conference schedule for parents which increased parent attendance from 40% to 80%.

To 'M', My Lost Friend

Salene Cowher Counseling & Development
Edinboro University of Pennsylvania
128 Butterfield Hall
Edinboro, PA 16444

Long ago, you were my friend,
We walked down country roads together,
Bicycled or arm-in-arm.

Laughing, we told each other secrets;
Boyfriends, the lovers,
My college, your college.....

Then there were two real men
Who haunted us,
And we grew "different."
You became "you."
I became "me"...
Who were "we"?
There was no "we"....

Cling to memories,
I wrote and called
Through the up and down years.

"Never-an-answer" brought despair,
For I loathed to admit
We were no longer friends.

Years passed by,
And I tired of the effort;
There were so many other moments.

People ran through my life;
Some stayed, some fled,
OUR friendship seemed dead.

Then, amidst the fog of remembrance,
You wrote to me of sadness
And profound loss of sanity and love.

You called me to rescue you.
And like the friend I'd ever been,
I answered you.

Salene Cowher is Chair and Associate Professor of the Department of Counseling and Development at Edinborough University. She is an Alliance member and has presented at many IAIE conferences.

Survey Completed on Invitational Leadership

Diana Brown, Effective Teaching Center Program Coordinator, Lake County Schools, Howey Education Center, 525 Georgia Avenue, Howey-in-the Hills, Florida 34737, recently completed a study to determine reasons why some school leaders chose not to use the invitational education philosophy in their schools.

The three factors identified in the study to account for why some school leaders did not use invitational philosophy were: (1) apathy/saturation; (2) perception that invitational training insinuates behaviors need to be changed due to lack of invitational school strategies; and (3) no need/school perception that it is already invitational. Brown reports that these three factors were common themes in discussions and in survey data analyzed.

Brown makes the following conclusions based on her study:

1. School leaders who have not chosen invitational training do not understand the entire invitational philosophy.
2. There is a need for follow-up for the schools involved, as their efforts appear to focus only on the professional invitations instead of a balance between personal/professional invitations.
3. I intend to visit schools more regularly to share and listen to school leaders/teachers/ families/community.

Other findings of her study were that schools liked the invitational model because it created a sense of ownership--everyone had a say. The school leaders who used the invitational model responded with student centered answers, whereas other school leaders responded about the physical aesthetics, such as building characteristics or actions of staff within buildings. Students were not mentioned in any of the responses from the three schools not involved in implementing invitational education. For more information about this study, contact Diana at the address above.

Words, in and by themselves, have no reality, except in terms of the context in which they` are used, in terms of intentions, and the character of the one who uses them: Erich Fromm, *The Art of Being*

Inviting School on the "Good Morning America Show

Skeen Elementary School was featured on the "Good Morning America Show" during the week of August 25- 29, 1997. The school, a recent Inviting School Award winner, was featured for its efforts to involve families more actively in school activities. Congratulations!!

Applying the "Jell-O Principle" to Customer Service Training

Dr. Lundee Amos knows her jello. A long-time member of the Alliance and researcher in the area of invitational teaching, Lundee recently presented a training program that was recognized and published in *Strategies*, the newsletter of USA Group Noel-Levitz. Amos, who is director of faculty and staff development at Guilford Technical Community College in Greensboro, NC, developed a training program to help staff improve on-campus service.

Amos customized the USA Group Noel-Levitz Advanced Connections three-part staff training program by adding some invitational ideas. She used a jell-o exercise described in Purkey & Novak's *Inviting School Success: A Self-Concept Approach to Teaching and Learning*. Lundee gave workshop participants a plate of "jiggling" Jello to show how the even the slightest rude behavior can create negative vibrations that affect the whole organization. Amos and her colleagues Martha Hickey and Sharon Pratt also asked participants to throw a ball of yarn from person to person to demonstrate the importance of connectedness. What is your organization's jello quotient?

Hillside Elementary School Makes People Feel Welcome

Hillside Elementary School was featured in the El Paso Times for winning the Inviting School Award from IAIE. The newspaper article states that "Students and parents arrive at Hillside Elementary School in Central El Paso each morning to find open doors and open arms" (Laura Smitherman, Special to the El Paso Times, p. 13). Linda Holman, an Alliance member, is principal of the school. She considers that the success of her school is based on paying attention to the little things.

Parents and community members feel so positively about the school that they (about 300 people) donated 11,000 volunteer hours last year. Parents often eat lunch with their children. Hillside staff members have intentionally developed an atmosphere of belonging by redecorating the 50-year-old school, putting pictures of teachers on the wall at the entrance, hanging piasas from the ceiling, and placing positive messages throughout the school hallway. Messages include such statements as "I'm special" written in both Spanish and English. Congratulations Hillside Elementary.

Culture is but the fine flowering of real education, and it is the training of the feeling, the tastes, and the manners that makes it so.

Minnie Kellogg, Iroquois Leader

Kibble School: An Inviting School in Paisley, Scotland

The Alliance has quite a few overseas members, including Willie Cosh, the Assistant Head of Kibble School, Goudie Street, Paisley, Scotland, PA3 2LG. A Kibble school advertisement includes the following:

Kibble exists to provide a stable, purposeful, safe and happy environment for young people in trouble. It aims to be a place where (1) young people and staff live and work in a spirit of trust, mutual respect and co-operation; (2) By investing in people, and setting high standards of work and behaviour, individuals and teams are encouraged to develop their full potential in learning, changing and growing.

Cosh has developed a plan for staff development that focuses on the "5 P's": people, places, programs, policies, and processes. His ideas include the following:

1. People---Valuing and inviting students to use their natural skills: A business program called "Business Wise" was begun at Kibble to help develop students' natural entrepreneurial skills. In the West of Scotland, there is an old Scots word, 'gallus,' which describes
 1. a person who is tough, resilient, quick-thinking, probably cheeky and comfortable taking risks. This sums up many of the young people we teach.
 2. It could be argued that these are also the very traits that successful entrepreneurs utilise.
 3. Places--Two final year designers from Glasgow School of Art consulted with the school to come up with a design for one residential unit. An invitational design was used.
3. Policies- The school has a policy of inviting various community groups to use the school's high quality sports facilities. This helps the community understand that the school is not "simply about the containment of difficult youngsters, but very much about their development" (p. 22). An attempt is made to dispel any potential myths about the school functioning which could happen with a closed campus.
4. Process--The staff of the school completed a training course to help with the staff teams' skills in managing difficult situations- "Therapeutic Crisis Intervention."
5. The approach is concerned with understanding the process of a crisis.
6. Programmes— "As most of our pupils have rejected, or have been rejected by, mainstream education, it is extremely important that we do not simply replicate mainstream educational programmes. We have to be different in some way" (p. 23).

Using the concept of the Invitational HELIX (Purkey & Novak, 1996: Inviting School Success: A self-concept approach to teaching and democratic process), the staff of the school are divided into strands using a design process

known as GOALS. GOALS is an acronym for: Goal setting, Outlining actions, Anticipating obstacles, Listing alternatives, and Specifying action plans.

*The best invitation is
to communicate that we are all able, valuable, and responsible.*

The 5 P's of Quality Child Care

Bonnie Block, Alliance member, and Specialist for the Child Care Office, Baltimore County Public Schools, 6901 Charles St., Towson, MD 21204, has created an attractive brochure in which she describes the invitational nature of the Baltimore County Public Schools Child Care Services. Below are some examples of how Bonnie has applied the "5 P's" (people, places, programs, policies, and processes) to her child care services.

Places that:

--Promote safety and wellness, indoor and outdoor --Are child and family-centered
--Are bright, cheerful, and most inviting (you get the feeling you are wanted there) --provide daily stations for varied activities needed to address the interest and needs of all the children

Programs that:

--Build a positive sense of self
--Are age and developmentally appropriate --Are culturally diverse
--Are based on children's interests --Aid in community building

People who:

--Maintain a positive, regular, open, trusting relationship with children and families --Are knowledgeable about the cognitive, emotional, physical, and social needs of all the participants
--Assess their own performance
--Recognize and celebrate the uniqueness of the children and families --Encourage developmentally appropriate independence in children --Exhibit good listening skills
--Maintain confidentiality
--Demonstrate flexibility, resourcefulness, and creativity

Policies that:

--Are based on current practices for the health, safety, and welfare of everyone. --Have clear expectations and various behavior management plans to serve the needs of all children
--Have a reasonable number of student rules that are obtainable
--Invite all families to feel an integral part of the program (i. e., making program suggestions and evaluations).

Processes that:

--Are intentionally inviting (democratic, cooperative, and obtainable)

New Trend in Education

William Purkey recently responded to a newspaper editorial critical of invitational education in a Florida newspaper: Thanks for the interesting and provocative article by Ramsey Campbell headlined "Catch phrase catches on with Lake educators."

As the article stated, "barbed-wire fences, the crowding, the dimly lighted hallways, the classrooms with leaky roofs, the antiquated facilities," hardly fit with the theory and practice of invitational education.

Our Alliance for Invitational Education applauds process as well as product, and I believe that the educators of Lake County are sincerely committed to developing and maintaining caring teachers, gentle teaching and inviting schools.

I do want to say invitational education is an educational trend, not a fad. Over the past 15 years, we have conducted rigorous research and identified successful practices that support this trend. Again, thanks for your interest. I do hope Campbell will take a second look at our efforts to make Lake County schools "the most inviting schools in Florida."

William Watson Purkey, Co-Director, IAIE

Membership Matters Alliance Member News

George Antonelli, Associate Vice President for Student Services at the General Administration of the University of North Carolina, has been elected Chair of the Guidance and Admissions Division of the College Board's Southern Regional Council which includes: Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia.

Kate Asbill, 1502 Mountain Shadow, Carlsbad, NM 88220, continues to spread the word about Invitational Education in New Mexico and other states. She and Vernon Asbill returned to upstate New York to teach a class on IE for SUNY-Potsdam. This was the third summer that she and Vernon have joined Harvey Smith to offer this retreat course for educators in the North Country. Kate has also recently spoken in New Mexico in Albuquerque, Artesia, Carlsbad, Hobbs, Portales, Ruidosa, and Truth or Consequences. She is now accepting enrollment for "Invitational Learning, Leading, and Living Retreat #7" which will be held in Sacramento, NM on October 3-5, 1997.

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, 7921 Starbush Dr., Baltimore, MD 21208, 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, 311 Rackley Building, University Park has given several workshops on invitational learning recently.

Tim Cusack, 2115 Romence Dr., N. E., Grand Rapids, MI 49503, has developed a program called "Talking Inside-Out." The program approaches prevention education on a different level. He doesn't tell students what they should or shouldn't do. He shows them ways of being healthy, caring, and personally responsible through an engaging combination of story theater and comedy. Student comments include: "You taught me to be my own role model. I'm not going to smoke." "You cracked me up! I learned to be honest with yourself if you have a problem. For more information, contact Tim. He presents his program at all levels of schools and other professional meetings.

Dean Fink has recently become Dr. Dean Fink! Congratulations Dean! Dean is very busy with his consulting work on "change theory" which has taken him to The United Kingdom, Ireland, the Czech Republic, Israel, Australia, New Zealand, Iowa, and Washington state.

Judy Lehr Guarino, associate professor, Furman University, Greenville, SC, will be the keynote speaker for the ACERS (Association of Creative Education for Responsible Students) Conference in Charlotte, NC on October 17, 1997.

Floyd McDowell, 11 Dover Court, Bear, DE 19701, is editor of the Journal of Quality Learning, the journal of the Partners for Quality Learning. In each edition, Floyd highlights invitational ideas. He welcomes your submissions.

J. Allen Queen, Co-author of Responsible Classroom Management for Students and Teachers will present three workshop sessions at the ACERS (Association of Creative Education for Responsible Students) Conference in Charlotte, NC on October 18, 1997.

Frank Pajares, Educational Psychology, Emory University, was recently notified that he was selected as the 1997 recipient of the Early Contribution Award for his research in educational psychology. The award is the highest

recognition bestowed by Division 15 for achievement and contributions to the discipline of educational psychology during the first ten years of one's career. As a result of receiving this award, Frank will be asked to make an invited address at the 1998 American Psychological Association centennial meeting next August in San Francisco and will receive a \$500 stipend and certificate. Congratulations Frank!!

Alvin Proffit, Chair of the Educational Studies Department, Radford University, Radford, VA, delivered the keynote address at the fall conference for the Virginia Council for Learning Disabilities. He also has just finished a two-year term as President of the Virginia Professors of Educational Leadership.

William Watson Purkey, Professor of Counselor Education, The University of North Carolina at Greensboro, Greensboro, NC 27412, has received the highest teaching honor awarded by the University of North Carolina system. Purkey won the 1996-97 Board of Governors Award for Teaching Excellence. Only one professor from each of the 16 universities in the North Carolina University System won the award. Each of the 16 awardees received an attractive medalion and \$7,500.00. The Chancellor of the University of North Carolina at Greensboro,

Patricia Sullivan, commented that "Professor Purkey epitomizes the very qualities that make for a distinguished teacher. Through his invitational approach to teaching, he creates a positive, nurturing atmosphere in the classroom and other school settings where students' self-concepts are enhanced and classroom success is accentuated." Congratulations, Professor Purkey!

Charlotte Reed, Associate Professor and Director of the Urban Teacher Education Program, received tenure this year. Charlotte is an active presenter and author in the area of invitational education. Congratulations Charlotte!

Phil Riner, a long-standing member of the Alliance and who helped to develop our web site, has accepted a new position as Departmental Chair, School of Education, Western Washington University. If Phil keeps moving westward, he's soon be with David Sherrill, our AERA leader, in Hawaii. Phil took his doctorate at the University of North Carolina at Greensboro. John Van Hoose was his chair, and William W. Purkey was on Phil's committee. Congratulations Phil!

Betty Siegel, President of Kennesaw State University, 1000 Chastain Rd., Kennesaw, GA 30144, was recognized as the "1996 Cobb Citizen of the Year" at the 55th annual Cobb Chamber of Commerce meeting and dinner January 11, 1997. She was the first woman to head an institution in the University System of Georgia and she was the first woman and the first educator to serve as chairman of the Cobb Chamber of Commerce." Congratulations President Siegel! Betty was appointed by Governor Zell Miller to serve as a member of the Governor's Delegation to the President's Summit for America's Future, held in April 1997.

Robert Small, Dean, College of Education and Human Development, Radford University, Radford, VA, has co-authored a chapter in Reader Response in Elementary Classrooms: Quest and Discover, published by Lawrence Earlbaum Associates. The chapter is titled, "Sharing the Responses of Readers: An Interdisciplinary Pumpkin Unit in the First Grade." Small also gave a presentation at the National Council of Teachers of English in Chicago.

Barbara Smith, Assistant Professor of Educational Studies, Radford University, Radford, VA, published "Communication as Curriculum Guide: Moving Beyond Ideology to Democracy in Education" for the Summer issue of Childhood Education. Smith was also elected President of the Virginia Educational Studies Association.

Julie Hamilton Smith, 1206 Valleymede Rd., Greensboro, NC 27410, teaches kindergarten at Florence Elementary School in High Point, NC. She is a certified Talents' Unlimited Trainer.

Paula Helen Stanley, Associate Professor of Counselor Education at Radford University in Radford, Virginia, received tenure this year. This is her 6th year at Radford University. Stanley also recently gave a presentation on invitational counseling to Montgomery County Middle School Counselors in Blacksburg, Virginia. I have learned that success is to be measured not so much by the position that one has reached in life as by the obstacles which he has overcome while trying to succeed: Booker T. Washington, Up From Slavery

Member Comments & Letters

Dear IAIE,

Thank you for the invitation to join WE once again. I'm still teaching 8th grade language arts and I need to be inviting everyday I step into the classroom. I had the privilege of learning how to teach reading to a first grade student this year. I forget how inviting first graders are before they become 8th grade veterans of the school system. A smile, a hello all make school a much more inviting place to be.

Sincerely,
Eilene Morgan, Spartanburg, SC

Dear Editor,

Thank you for sending the materials on invitational counseling. It was more than I expected. The information will enable us to develop a plan of action. I have shared the information with our social worker. She and I are both interested in attending the 1997 Invitational Education Leadership Institute in Lake Placid. I am very excited about invitational counseling. Finally, I can give not only a name, but a sound theoretical basis for my counseling style and technique. I always felt a little out in left field before in supporting my programs as part of my counseling responsibilities. This not only validates my beliefs, but offers me a support system. I have already made plans to join the International Alliance for Invitational Education.

Sincerely,
Linda Andres, Columbia, Illinois

MEMBER COMMENTS

"I thoroughly enjoy all of your publications." Margaret Benner, Niceville, FL. "I enjoy very much." Dorothy Clark, Camden, NY

SPECIAL MEMBER FEATURE

Doris Henderson Is Honored Upon Her Retirement
Paula H. Stanley, Radford University

I've heard Doris Henderson's name on many occasions and can say I have had the pleasure of meeting her. When anyone speaks of Doris, it is always positive because they know of her commitment and dedication to the children who attend her school.

You may have heard that Doris retired from her position as Principal of Guilford Primary School in Greensboro, North Carolina, in May of this year. But her retirement did not go unnoticed. Doris, you see, has had a positive influence on a great number of people, including students, teachers, staff, and friends alike.

Doris, a long time member of the Alliance, was honored on May 20, 1997 on retiring after 29 years of service to education. The Greensboro News and Record ran a large feature on Doris and her many accomplishments. During her career, Doris won two Wachovia Principal of the Year awards; was named a Distinguished Principal by the U. S. Department of Education and the National Association of Elementary School Principals; and was named president of the local association of principals and assistant principals. Doris was chosen as one of seven principals in the country in 1990 to earn the National School Administrator's Award from the John F. Kennedy Center for the Performing Arts in Washington for using arts in the school and has been the recipient of numerous community and civic awards. Now that she has retired as principal at Guilford Primary, a school that has won the Inviting School Award, she will take a part-time position as mentor for principals in Guilford County. One principal she mentored in the past said of her, "She tries to make everyone feel important--from the custodian to the kids to the parents to the mailman coming in off the street." Congratulations on your retirement Doris and good luck with your new adventures!

Publications 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. Send your manuscripts, your ideas for others to read.

Advancing Invitational Thinking

The sales of Advancing Invitational Thinking during the second half of 1996 earned royalties for the Alliance. 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.

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.

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