

International

Alliance for

Invitational

Education

FORUM

November, 1999
Volume 20 No. 2

HAPPY HOLIDAYS
We're Counting Down the Days Until Our
Year 2000 World Conference

On Invitational Education

**Marriott Airport Hotel—Greensboro, NC
October 12-15, 2000**

Conference Theme:

Rediscovering Joy in An Age of Accountability

The Year 2000 World Conference on Invitational Education is co-sponsored by the International Alliance for Invitational Education, Guilford County, NC, and the Department of Counseling and Development, School of Education, The University of North Carolina at Greensboro.

Featured presenters at this exciting World Conference include Zacharie Clements, Betty Siegel, John Novak, William W. Purkey, Judy Lehr, Eddie Collins and many other leaders in Invitational Education, who will be presenting general sessions and invited workshops..

Our Year 2000 World Conference on Invitational Education will be held at the Greensboro Marriott Hotel in Greensboro, NC, October 12-15, 2000. Greensboro is a beautiful city, especially during October when autumn leaves are at their peak. Many local attractions are available for participants, including Historical Blandwood Mansion, the magnificent North Carolina Zoo, which is a 30-minute drive from Greensboro, and the highly acclaimed Children's Museum. For detailed Conference information, please contact:

Jeannette Gann, Conference Director
120 Franklin Blvd., Greensboro, NC 27401
(336) 370-2321

Editor's Comments

The Ottawa Invitational Education Leadership Institute was a great success. Individuals from all over the United States, Canada, and the Republic of South Africa were in attendance. The leadership programs were innovative and inspired us all to be stronger leaders. Our next conference, in Greensboro, October, 2000, will feature exciting workshops and guest speakers. We hope you will attend.

At the Alliance, we feel it is important to recognize that there are many different holidays that are associated with this time of the year. Japan celebrates Emperor's Birthday on December 23 and their New Year (ganjitsu) on January 1. Those of Islamic faith celebrate Ramadan, beginning December 9 and their New Year is in April. Individuals of the Jewish faith celebrate Chanukah, December 3-10 and the 10th of Tevet Fast, December 19. Christian faiths celebrate Christmas on December 25. Kwanzaa (meaning "first fruits of the harvest") is celebrated December 26th -January 1 by some African Americans and other Africans of the Diaspora. December 31 (News Year Eve) is the night of the feast, Kwanzaa Karamu. In Central America Christmas is most often celebrated on December 24 rather than December 25. In the Republic of South Africa, there are 3 holidays in December: December 16, day of reconciliation, December 25, Christmas, and December 26, goodwill day.

We send holiday greetings and a happy new year.

*Paula Helen Stanley
Counselor Education Department
PO Box 6994
Radford University
Radford, VA 24142*

Organizations and Affiliates

We have recently begun another effort to identify the professional organizations our members join so that we might develop connections with these organizations. For example, we have a professional interest network with the American School Counselors Association and interest groups associated with ASCD and AERA. If you are a member of another national group and did not respond earlier to our survey, please write and let us know what it is so that we may continue to make connections with other organizations.

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.

even at the risk of failure, he will probably do better than expected.

Dreikurs, Grunwald, and Pepper
Maintaining Sanity in the Classroom

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.*

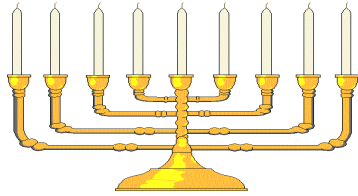
To join the Invitational Education SIG, send \$10.00 dues to: Dr. Tommie Radd, Department of Counseling, Kayser Hall #421, University of Nebraska at Omaha, Omaha, NE 68182.

For more information, contact:

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

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.



IAIE Web Page Has New Address:

<http://www.invitational education.net/>

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.

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

For more information contact: Dan Shaw, 3200 S. University Dr., Ft. Lauderdale, FL 33328,, who is coordinator of our web .Inviting School Award Program for 1997 and 1998

Inviting School Award Program

Schools interested in applying for the Invitational Education Inviting School Award need to contact Dr. Lane Anderson, III., PO Box 28, Summerfield, NC 28358. Lane is the Inviting School Award Chairperson for the Alliance and can provide you with the information needed to nominate your school. A new feature of the program is a site visit by a member of the International Alliance for Invitational Education. Please contact Lane, if you are interested in nominating a school, being nominated or serving on a site team.

Southside Elementary Recognized For Educational Excellence

Southside Elementary School, an IAIE Inviting School Award winner, is one of two schools which were recognized for educational excellence by the United States Department of Education. Southside was recognized as a National Blue Ribbon School for its strong commitment to the education of its students.

266 schools in 37 states were named Blue Ribbon Schools. The Blue Ribbon program began in 1982 and was established by the United States Secretary of Education. Southside has a very high number of parent volunteers, which is one reason for its success. Two instructors were honored as Teachers of the Year and the school improved in academics and had reduced disciplinary problems from 1994-1998. The school is one of the 14

finalists for the National Safety and Drug-Free Schools Award.

Watch out for big problems. They disguise big opportunities. Jackson Brown, Jr.

Inviting Schools in Fayette County, Kentucky

The Fayette County Invitational Schools Cadre has been involved in several projects to encourage the 55 schools in Fayette County to become better acquainted with the philosophy of Invitational Education. These schools serve 34,000 students in central Kentucky.

This Cadre, under the leadership of Marsha Hymer, has developed their mission to assist all schools in Fayette County to become intentionally inviting to students, staff, parents, and community. This ten member cadre is made up of counselors, teachers, principals, and central office representatives. Together, they have sponsored several activities to promote an understanding of invitational strategies and practices.

All school principals heard Dr. William Purkey's presentation for an administrators professional growth seminar, July 26, 1998. These leaders were encouraged to share Purkey's "five P's" and the "six sparkplugs" with the member of their staffs. Inviting School Success by William Purkey and John Novak and the Video Journal's Invitational Education video tape have been made available to all schools through the professional information center..

During the past two years, the Inviting Schools Cadre has encouraged all the schools in Fayette County to apply for their internal Inviting School Award. All schools were notified that this award would be given and they were encouraged to apply for this recognition. Interested schools were asked to do a self study and to complete the Inviting School Meter. This instrument was adapted from the School Meter develop by Judy Lehr Guarino and William Purkey. After reviewing the results of the self study, school personnel could then nominate their school for the Fayettee Inviting School Award.

This past school year, 1998-1999, schools sent their nominations to the Invitational Cadre in February, 1999. Sixteen schools were selected for a visit from an external Review Team. Central Kentucky is fortunate to have six schools that have earned the IAIE Inviting School Awardd since 1995. Teachers and administrators from these six schools served as Review Team members to do the site visits in Fayette County. The eighteen member review team divided into teams of three. These six groups each visited two or three schools. They talked with staff, parents, students, and observed processes and procedures in the school. The Review Team were asked to note evidence that the school was intentionally inviting to students...to each other...and to parents. They also looked for specific programs, policies, processes that were deserving of commendations.

After a de-briefing session at the Ambrose Center for Professional Growth and Development, the visiting team members turned in a written report citing commendations. They made recommendations for improving the inviting climate of the school.

The Fayette County Cadre listened to the oral reports and studied the written reports

and the self nomination forms. They determined that four schools would receive the 1999 Inviting School Award. These schools are:

Central Alternative School
120 Walton Avenue
Lexington, KY
Principal: Andy Biggers
Meadowthorpe Elementary School
1710 Forbes Rd.
Lexington, KY
Principal: Phyllis Peters-Ballard

Jesse M. Clark Middle School
3341 Clays Mill Rd.
Lexington, KY
Principal: Steven Carmichael
Johnson Elementary School
123 E. Sixth St.
Lexington, KY
Principal: Patricia Michaux

Schools that earned Honorable Mention are:

Bryan Station High School, Principal: Donna George
Beaumont Middle School, Principal: Dr. Thomas Mowery
Veteran's Park Elementary, Principal: Cathy Bell
Southern Elementary, Principal: June Overton
Tates Creek Elementary, Principal: Dr. Stanton Simandle
Cardinal Valley Elementary, Principal: Clara Parker
Clays Mill Elementary, Principal: Barbara Albaugh
Russell Cave Elementary, Principal: Della Burrus
Yates Elementary, Principal: Dr. Jerome Johnson
Mary Todd Elementary, Principal: Larry Donithan
Landsdowne Elementary, Principal: Jane Gettler
Glendover Elementary, Principal: Carol Hiler

The Fayette County Invitational Schools Cadre will have one more meeting this school year to begin planning for the 1999-2000 school year. Each year brings them closer to realizing their mission that all schools in Fayette County will develop a process to be intentionally inviting to students, staff, parents, and community.

The Fayette County Invitational Schools Cadre for Lexington, Kentucky consists of: Marsha Hymer, Facilitator, Gene Wright, Don Roxberry, Larry Raglandd, Sherry Desimone, Lynette Schmiedelknecht, Denise Lawless, Mona Bond, Flo Lankster, Gladys Peoples.

John Dewey
Interest and Effort in Education
fullness of his heart.

School Safety...Help From the Community

Debbie Cook, Chair, Corbin Board of Education
Ed McNeel, Superintendent
Kentucky

We guarantee that no tragic events will occur at our school and we guarantee that our student population and staff will be safe and free of fear on each and every school day...In an ideal world this may be true. Unfortunately, the world we live in is not ideal.

For many generations, fear to school-aged children was that of a bully on the playground trying to take their cookies or jumping in front of them in the lunch line. Today, our students, our parents, our staff, and our communities face real fears in the wake of tragedies that have rocked our nation and schools.

Parents in Corbin community did not shake their fingers in our face and challenge the school district to “fix” the problem. Rather, they extended their hand in partnership and said, “Let’s see what we can do together to make our schools safe.”

Back in 1995, school safety issues were being discussed in our district with the creation of Corbin Education Round Table (CERT) committee. Parents and community leaders were afforded the opportunities to be equal participants along with students and staff in an effort to evaluate our school programs. The legislature, in 1990, enacted reform which revamped education in Kentucky. In response to that year-long evaluation, we determined that acts of violence often were rooted in academic failure and lack of school success. Among suggestions made by CERT were the formulation of an emergency response plan, safety workshops for staff, facility changes, and an increased effort to provide quality education for all students.

In 1998, the community was called upon again to help address a growing concern about the safety of our students, with emphasis on curbing the use of drugs and alcohol. The “Making a Difference” committee, whose make up included parents, religious leaders, community business people, law enforcement officers, and health-care representatives suggested several areas that could be addressed. From the committee’s suggestions a random drug testing program for our high school athletes was put in place. Our middle school students started their own “Making a Difference” (MAD) Club whose membership was voluntary and required participation in a random drug testing program. Nearly 80 percent of the student body joined MAD.

Additional committee suggestions included the implementation of a district-wide *Safe Schools Help Line*, an improved crisis response plan, a control on computer Internet access, a closer working relationship with the local police department, and an investigation to determine if change could be made in our physical plants to improve safety. All of these suggestions were implemented during the following school year. Again, the committee concluded that school safety is compromised where there is student academic failure.

What makes our attempts to make improvements in school safety different from plans implemented in school districts all across America? In Corbin the involvement from our

community has made a difference.

Corbin is a small independent school district with 2000 students and limited financial resources. The community dug deep into their pockets to help our kids. Student drug testing was partially funded through community donations and included rewards for the middle school MAD program. Rewards ranged from T-shirts to a bowling alley lock-in, to pizza and ice cream parties, and other incentives throughout the school year.

At our primary school, to improve parking and to make student drop off area more safe a local heavy equipment retailer “lent” equipment to reroute the traffic flow and threw in the use of a driver. Local organizations took the initiative and began a recognition program for middle schoolers who were doing well academically and who were just all-around good kids. In a town that places athletes success high, recognition for academic success went against the grain. At the high school, for many years a community group has supported an academic awards recognition banquet.

The state provides funds for technology which are matched by school district. Unfortunately, more funds were available than the district could match. Again, the community stepped forward. Donated funds, specified for individual schools in the district, coupled with the district’s monies enabled us to take full advantage of the state funds.

The two biggest undertakings of our community are ongoing. No improvements had been made in our high school auditorium since 1974 when it was built. A community led committee is currently soliciting funds to be matched by the district and to be used to covert the auditorium into a performance community center. The auditorium has always been available for community use and is annually used for community dance recital, beauty pageants, performing arts programs, large meetings, plays, concerts, and was even used by a church while their building was undergoing construction.

The second building program supported fully by the community is a field house. When our athletic program outgrew very limited facilities, a community led group began a building campaign. Not only will the 25,000 sf field house and practice area provide much needed space, it will free up other areas for academic program. Contribution to build the field house currently total nearly \$300,000.

Our district has not stood by twiddling our thumbs in the fight against school violence. Video surveillance at the schools was installed several years ago. Emphasizing improved reading skills, we have Reading Recovery available for our primary students. “Reading with the Redhounds” involves high school and middle school students tutoring lower grade students to become reading partners.

The district started three alternative high schools and middle school programs whose student populations often include those who have experienced frustration and failure in the regular school setting. Approximately 120 students are enrolled in these programs. We’ve stated fulltime kindergarten despite lack of funding from the state. A new addition at the high school added classrooms for a Freshman Center exclusively used by ninth graders. Transition programs exist between elementary-middle-high school settings.

Both our high school and middle school operate Advisor/Advisee programs. A small group of students meets with one staff member throughout the school year in an attempt to resolve and identify problems before they erupt into violence. Our middle schoolers,

beginning with the upcoming school year, will meet with their advisors at the beginning of the school day and again at the end of the school day. The goal is to stop a home problem from interfering with the school day and to resolve a school problem so that it won't be taken to the home.

Our local police officers are frequent-guest at our schools. We've invited them to join us for breakfast and lunch at any of our schools. Their presence in the building contributes to the students' feeling of security. Relationships formed between police officers and students foster better behavior.

Our middle school has adopted a new dress code. Short of a uniform, it calls for no printed T-shirts. No more wrestling mania to inspire unacceptable actions. The goal is for students to associate being dressed for business.

School safety cannot be realized without the direct involvement of students, parents, staff, and community members working together for school improvement. We strongly support making partnerships with your community. Extend your hand. You may be surprised in what returns to support quality schools and academic success.

ILLMAR AND THE CHRISTMAS TREE

by William Purkey

The third grade class was filled with glee
As a parent delivered the Christmas tree.

The teacher said, "Class, listen to me:
Please work on this test till quarter to three.

Each child must earn at least a C
To earn the right to trim the tree."

Illmar struggled but was plain to see,
It wouldn't be he who would trim the tree.
His test came back graded for all to see,
The scarlet letter, that terrible D.
So Illmar sat and scratched his knee
While his classmates laughed and trimmed the tree.

But Illmar was spunky, and his spirit was free,
"I'll find a way to trim that tree."
When the holiday came and the children were free
Into the dumpster went the Christmas tree.
Later that evening when no one could see,
In went Illmar, among the debris.

He dragged his tree home, and his mother said, "Gee."
As their hearts brightened with that beautiful tree.
Illmar trimmed his tree to a fine degree
With yarn, and tinfoil, and a golf-ball tee.
He worked so hard that all would agree.

That Illmar created a magnificent tree!

And distant bells sang out with glee,
O Christmas Tree, O Christmas Tree
For Illmar had earned, for all to see,
A big “A Plus” for his Christmas Tree.

Invitational Education and School Violence

by Paula Stanley, Radford University

Although school violence is not a new phenomenon in urban schools, its appearance in rural America and suburbia has rudely awakened the nation. Fingers are pointing in every

direction to assign blame to parents, the school, peers, the students themselves as “bad seeds” and our society. The answer is a complex one and it will take many minds (and hearts) to unravel its complexity.

There have been six school massacres in rural or suburban schools between 1997 and 1999. In each case the perpetrator was a white, male student. Most perpetrators were between the ages of 12 and 15, with two being 17 and 18 years of age. In 1997, a 12 year old boy killed 2 and injured 7 people in rural school in Pearl, Mississippi. Also in 1997, a 14 year old white teenage male kill 3 people and injured 5 in West Paducah, Kentucky. 1998 saw two massacres in Jonesboro, Arkansas and Springfield, Oregon. One 11 and a thirteen year old white male killed five students and injured 10. In Springfield, a 15 year old teenage white male killed 2 people and injured 22. In 1999, two white teenage males, 17 and 18 years old, killed 15 people and injured 20 at Littleton, Colorado. At a Conyers Georgia school, a 15 year old student, white male, injured 6 people.

But violence in our schools does not just refer to acts of killing or maiming. Violence probably occurs every day in every school in this nation. Violence occurs when children are verbally or physically harassed by others because of their race, ethnic group, gender, sexual orientation, religion, appearance, or behavior. Boys who are not “macho” enough in looks or behavior may be called “fag” or worse. Girls are called names and sometimes bumped in the hallways by boys. Often such violence goes unnoticed by the adults in the school. Sometimes adults turn their head to avoid dealing with it, out of fear or because of their own unresolved issues. Some might say it is just a normal part of school life. One might also question, does it have to be?

Who Are the Perpetrators?

Krajewski, et al., (1996) reported that approximately 3.3 million children have witnessed violence in their homes. Approximately 1.6 million children experience physical, emotional, or sexual abuse each year in the United States. 1000 deaths are linked to this abuse each year (Appelbaum, 1999). George & Main, (1979) reported that children who have experienced physical abuse in their own homes are more than twice as likely as those children not abused, to physically harm classmates or adults in schools. Witnessing or experiencing violence is also associated with depression (Freeman, Mokrors, & Poznanski, 1993).

Violent teenagers may appear calm and healthy on the outside but beneath the surface they experience ego impairment and displaced anger (Malmquist, 1990). Baker (1998) noted that feelings of alienation are associated with aggressive behavior in school. When alienated students act out their frustrations and anger they are labeled as trouble makers. This increases their alienation and may perpetuate a self-fulfilling prophecy. Alienated students may find other students like themselves in the school who become their support group, as they become increasingly disconnected from the mainstream of school life (Baker, 1998).

Some authors believe that our current society criminalizes student behavior rather than to find help for

*two or three caterpillars
if I wish to become acquainted
with the butterflies.*

Antoine De Saint-Exupery
The Little Prince

students who are obviously troubled. Rather than provide counseling for family and child and/or parenting skills training, we prescribe a punitive consequence which may just exacerbate the frustration and anger of the child.

Society and School Violence

Gender Stereotyping

One would wonder what could cause our children to kill. Societal values seem to play a big part. Pipher (1994) described how societal values have straightjacketed girls by upholding feminine stereotypes that focus on physical appearance and devalue intellectual pursuits and careers of women. This has been and continues to be a problem for girls, often expressing itself in lack of confidence and choices about school and career. The same type of stereotyping may also be hampering the health of boys. Why are so many young males angry enough to kill?

Societal values about what men should be may be taking its toll. The boy world has been described as a place where the expression of feelings is seen as a weakness (except for anger), there is intense competition to be the best, and the tendency to do almost anything to avoid “losing face” (Pollack, 1998). Pollack writes “Rather than expose themselves to this kind of potent embarrassment, boys, in the face of suffering shame, engage in a variety of behaviors that range from avoidance of dependency to impulsive action, from bravado and rage-filled outbursts to intense violence” (p. 33). The boys who killed their classmates at Columbine apparently had experienced humiliation repeatedly (Wilkinson, P., & Henderson).

Clearly boys and girls, to reach their potential, need more freedom to express themselves without the messages of what a “proper” or “real” man or woman should be. Girls have benefitted from witnessing the accomplishments of women in politics, education, sports, and the business world. They have seen the many roles women can play. It is difficult to see the same kind of phenomena occurring for boys. Boys are still confronted with the images of the “tough” man who takes control and fearlessly fights the enemy without showing any fear. There seem to be few opportunities for boys to witness men who solve their problems without physical action or violence. The media and societal norms still provide a narrow range of acceptable male behavior. What are we doing in schools to encourage the perpetuation of gender-stereotyping? What can we do differently?

Invitational Schools

There is much research to support the value of invitational education in schools. Ridley and Walther (1995) report that the following are important for positive learning environments: respect from school, sense of belonging, positive relationships with adults in the school, recognition for effort and accomplishments, variety of learning approaches, feeling safe at school, relevant curriculum, high expectations, clear expectations for behavior, minimization of classroom competition, and a collaborative atmosphere in the school. Baker (1998) suggested that lack of a sense of community in schools and perceived lack of caring can lead to violence in schools.

Invitational Education (Purkey & Novak, 1996; Purkey & Schmidt, 1996; Purkey & Stanley, 1996) proposes that schools should be places where every child receives the message that he or she is valuable and capable and worthy of respect. A school operates from a collaborative model where everyone in the school is considered an important contributor to the school environment. A variety of teaching strategies are used to connect with students who have different learning styles. Schools offer a wide variety of courses and extra-curricular activities to meet a wide range of student interests. Students are perceived as active participants in learning not passive receivers of content. Recognition is given for effort and achievement. Schools avoid labeling and categorizing students which can lead to a self-fulfilling prophecy of underachievement and failure. School staff remain optimistic when working with difficult students keeping their focus on the potential in the student.

Invitational Education proposes that there are five areas of a school which can be assessed to determine its health. These areas are called the 5 P’s: people, places, programs, policies, and processes. An inviting school encourages students to meet high expectations and rewards students for effort in that direction. The people area of a school reflects the importance of relationships among students, teachers, and staff in a school. There is a focus on developing opportunities for meaningful interactions among students and others in school. Teachers and staff model good interpersonal relationships in the areas of collaboration and conflict

resolution. There is humor and an acceptance of uniqueness and talents. The places of a school refer to the functional nature of the school and its appearance. Schools which are badly in need of repair may hamper learning. Leaky ceilings are distracting. Places can be improved by improving cleanliness of restrooms and other areas on campus, and brightening up halls, classrooms and offices with color and student work. Programs offered on campus are comprehensive enough that they meet the needs of a wide range of student interests. Academics and interest clubs are as highly valued as sports events. The policies of an inviting school are consistent and communicated to students often. They are fair and do not favor any group in school. The processes refer to the way people work together. A collaborative model characterizes an inviting school.

The following ideas concerning how one might apply invitational education to the issue of violence in the schools. They are grouped by the 5 P's:

People

1. Conflict resolution training for students, teachers, and staff each year during the first part of the school year.
2. All teachers, staff, and students learn strategies for dealing with difficult people in the school.
3. A newsletter is sent out to the teachers, parents, and students to update them on what is occurring in the school.
4. Mentors for underachievers and children who seem alienated within the school environment are chosen from teachers, staff, parent volunteers, older students, college students, and community leaders. Mentors are trained and meet once a month to discuss their experience and learn new ideas.
5. Every effort is made to recognize children for their successes toward reaching their goals. Every child is equally valuable in the school community, although they may have different needs.
6. Faculty and staff needs are discussed with administrators so that low staff morale is not a concern.
7. Every teacher and staff member wears a name tag to identify who belongs in school (Purkey Stanley, 1996).
8. Provide more clerical help for school counselors, so school counselors have more time to work with students who are having academic or social difficulties. School counselors today are even better trained in the art of counseling than school counselors who completed their training 10 years ago.

Places

1. Schools do a thorough assessment to locate unsafe areas on campus.
2. The school provides adequate lighting.
3. Landscaping that provides areas for people to hide from others may be reconceptualized and changed.
4. School buildings are assessed to determine the security risks in the building. Cameras may be placed in the halls. More patrolling of the halls may be necessary.
5. Providing one entrance into the school which is manned by a volunteer can help identify who enters the school.

Programs

1. Peer mediation programs
2. Peer counseling programs
3. Conflict resolution programs
4. Wellness programs
5. After school tutoring staffed by volunteers
6. Mentoring programs that involve teachers, staff, parents, older students, college students, and/or community leaders.
7. Parents skills training that is offered frequently through out the year. The school offers a babysitting program that looks after their children while they are in this class.

Policies

1. On school suspension rather than out of school suspension.
2. Require personal counseling for students who are suspended or demonstrate other behavioral problems.
3. Offer personal counseling for students who are underachievers and those who have poor social skills.
4. Require family counseling for families of children and adolescents who present severe behavioral problems at schools (that involve physical aggression toward others).
5. Insure that rules and expectations are clearly communicated to students and their families.
6. Hire part-time employees and/or find volunteers who will free up the paperwork of school counselors so that they can provide personal, academic, and career counseling to students. School counselors of today are trained to be counselors.

Processes

1. Involve students as well as teachers and staff in decision-making at the school as much as possible.
2. Encourage a collaborative working environment among teachers, students, and staff.
3. Practice conflict resolution and conflict mediation strategies that students can model.
4. Create a student advisory group which meets with the principal twice a month. New students are selected for the advisory group each month.

Invitational education proposes that when students are treated as valuable and capable they are more likely to behave in that manner. Students who are given extra help when they need it through tutoring and/or mentoring are more likely to experience hope in their ability to succeed at school and in life.

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George, C., & Main, M. (1979). Social interactions of young abused children: Approach, avoidance and aggression. Child Development, 50, 306–318.

Krajewski, S. S., Rybarik, J. F., Dosch, M. F., & Gilmore, G. D. (1996). Results of a curriculum intervention with seventh graders regarding violence in relationships. Journal of Family Violence, 11, 93-112.

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We begin life with the world presenting itself to us as it is. Someone—our parents, teachers, analysts—hypnotize us to “see” the world and contrive it in the “right” way. These others label the world, attach names and give voices to the beings and events in it, so that thereafter, we cannot read the world in any other language or hear it saying other things to us.

*The task is to break the hypnotic spell, so that we become undeaf, unblind and multi-lingual, thereby, letting the world speak to us in new voices and write all its possible meanings in the book of our existence.
Be careful in your choice of hypnotists.*

Sidney Jourard

MEMBER NEWS

Margaret Benner, 4085 Bond Circle, Niceville, FL 32578, has moved to a new school: Antioch Elementary, in Crestview, the county seat of Okaloosa County.

Tom Carr, PO Box 344 Hillsborough, NC 27278, has published a new book, "Children With Anger Problems: 131 Creative Strategies." The book which is published by Youthlight, Inc. of Chapin, SC can be ordered by calling Youthlight publishing at 1-800-2009-9774.

Evelyn Cash, Counselor, Sheridan High School, 700 West Vine, Sheridan, AR 72150, is in her 29th year of education; 21 as a secondary school counselor.

Stan Friedland, a former high school principal and CEO of Principal Services, an educational consulting firm, 10 Circle Dr., Syosset, NY 11791, published an article in the June 1999 The School Administrator. The article, entitled, "Violence Reduction? Start With School Culture," discussed the use of invitational education in a four-part prevention program.

Patsy Paxton, of Auckland, New Zealand, has taken the Academic Quality Manager position at the Auckland University of Technology. She reports that the Professional Development Unit of the Waikato

Polytechnic has embraced Invitational Education and as a result she is invited to "do a slot" on Invitational Theory as part of the Educational Theories course of The Diploma in Adult Learning and Teaching.

Betty Payne, member since the beginning of the Alliance, recently completed her Ph.D. in Educational Administration at American University in Washington, DC. She continues to be Professor of Reading and ESL at Montgomery College in Rockville, MD. In addition, she teaches a graduate-level course at Loyola College of Baltimore using William Purkey's texts: a course in self-concept for reading instruction. This is her fourteenth summer teaching this course, which she wrote especially for reading teachers.

John Piper, 225 Larchwood Dr., Bowling Green, OH 443402 (new address), recently gave a workshop in Berea, OH. His son Mark has completed a one year tour of duty in Kunsan, Korea. Mark has completed four years of active duty and holds the rank

of Captain. His next assignment will be in Mountain Home Air Force Base in Idaho. He flies F-16 plane.

Tom Sexton, Cheltenham High School, 245 Tulpehocken Avenue, Elkins, PA 19027, is in his 36th year as a teacher. He has conducted three workshops this fall based on invitational education: "Fish Swim Best in Unpolluted Waters," "what to Do When Things Go Wrong," and "Seven Characteristics of Highly Successful Teachers."

Betty Siegel, president of Kennesaw State University and co-director of the International Alliance for



Invitational Education, was named to the Georgia Trend magazine's list of "100 Most Powerful and Influential Georgians." She was also selected for the Atlanta Business Hall of Fame. Under Betty's leadership, Kennesaw State University has grown to an enrollment of 13,000 students in 50 undergraduate and graduate degree programs—making it the fastest growing university in the state system.

William Stafford, who most recently served as editor of the Journal of Invitational Theory and Practice has a new address: 1586 Pinewind Dr., Alburtis, PA 18011. Phone: 610-336-4912. Email: wbs0@lehigh.edu Bill has stepped down as editor to pursue other interests. Thanks for major contribution to our journal Bill!

LOST MEMBERS

If you know the correct address of any of the following members please let us know. The addresses listed are no longer correct for the individuals. Thanks.

Eudora Dickey
Lyman Elementary
84 Groce Rd.
Lyman, SC 29365

Janet Slaugenhaupt
424 Mt. Rock Rd.
Newville, PA 17241

Sandra Miller
19 Carlton St.
St. Catharines, Ontario Canada

Joseph Thompson
School District 6
PO Box 820
Rothesay, NB

Bonnie Benard
Far West Laboratory
730 Harrison St.
San Francisco, CA 94107

Alfred Congreve
St. George's Terrace
Flat 1, London
E6
BXH

Canada E2E 5A8

*is to do a good job
on the wrong thing.*

William Purkey



Betty Siegal has an arm

*She fell and to it she did harm.
It broke we are sorry to say,
We'll shake her hand another day.*

*Kate Asbill, I have to tell,
Broke her ankle when she felll.
We can shaker her hand and that's okay,
But we must dance another day.*

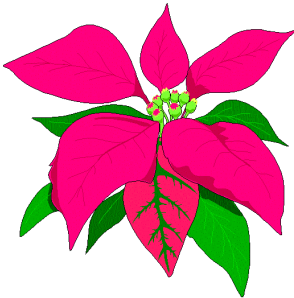
Hope you two are feeling better now!

NEW INITIATIVE FOR THE ALLIANCE

SPECIAL INVITATION TO OUR SEASONED EDUCATORS.....

Since my retirement from regular scheduled hours at our local Board of Education office a year ago, I have found a variety of things to enjoy. Not the least of these is more time with my three daughters and five little granddaughters. Although they are a distance away, these little girls enjoy mail and email that I now have time to send. I am enjoying more vacations, more time for hobbies and reading. Still I find that much of my heart is with schools and schooling and I want to keep involved with the youth that “are the future we will not see.”

How about you? We have a significant number of IAIE members who have made a tremendous contribution to education for a number of years, but find that it is time to move on from the rigorous demands of a full time job. Most, if not all, inviting educators who have retired are still interested in supporting the theory and practice of invitationalism in our schools, our homes, our society.



If you have retired from a full time job or are planning on this transition soon, please send me your address, phone number and if you have email, that address, as well. IAIE would like to organize a special group of educators who have a variety of experiences in the field of education. We believe that our senior educators have much to share about past experiences....and we hope to spotlight some of these contributions through our communications with all IAIE members. We also believe that many of our more senior members have a desire to stay in touch with active teachers and administrators who are practicing invitational education on a daily basis. Let me know if you would like to be included in this exciting opportunity to start a group of RP/IAIE members.

RP/IAIE–Retired Persons of the International Alliance for Invitational Education can make a significant contribution to the Alliance. Send your name and a brief paragraph about your professional experiences in education to:

Sue Bowen
Kentucky IAIE Coordinator
206 Breckinridge Lane
Versailles, KY 40383
606-873-0985
csbowen@aol.com

*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.
You're 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 to see 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 63123*

STATE AND PROVINCE COORDINATOR PROJECT—

Under the energetic leadership of Sue Bowen, the International Alliance for Invitational Education has identified twenty-nine state and province IAIE Coordinators for the school year 1999-2000. These leaders in Invitational Education will serve as important communicators to the IAIE members in their region and state. They have agreed to serve IAIE by doing three very important tasks this year.

First, they will contact appropriate groups, state department officials, and leaders in their area to inform them of the theme and content of the 2000 IAIE Conference. They may want to share this information with superintendents, professional development groups, and other interested educators. Each coordinator will determine how they will publicize the IAIE Conference.

Second, they will let people in their area know about the resources available to teachers and educators via the Alliance. In addition to sharing information in their home districts, they will share information with other educators outside of their district. They have agreed to make ten contacts outside their district....and may choose to make many more than that.

The third responsibility of the State Coordinators will be to let the Alliance know of some of the invitational practices and strategies that are making a difference in the lives of students in their area. These activities will be shared via the FORUM.

These coordinators will want to know who you are and what you are doing to make your work place more invitational for the people there. If your state is listed below, please contact your coordinator and let him/her know of your interest in IAIE. If we do not have a coordinator yet identified in your area, please forward your nomination too the Alliance. Better yet, volunteer for your state or province.

WELCOME TO OUR 1999-2000 STATE AND PROVINCE COORDINATORS!!!!

| | | |
|--|---|---|
| Alabama Alice Laurendine Elementary Principal Vestavia Hills Elem School-West 1965 Merryvale Rd. Vestavia Hills, AL 35216 205-4002-5151 | Arkansas Evelyn Cash Secondary School Counselor 9410 Hwy 35 North Rison, AR 71665 870-325-7242 | Delaware Tina Huff Capital School District 945 Forest St. Dover, DE 19904 302-672-1951 |
| Florida Diana Brown 1732 Disston Avenue Clermont, FL 34711 352-394-4411 | Indiana Charlotte Reed Teacher Education Program Indiana University, Northwest 301 Hawthorn Hall/3400 Broadway Gary, IN 46408 219-980-6887 | Indiana (con'd) David Chapman 2235 N. 11th St. Terre Haute, IN 47804 812-462-4282 |
| Illinois Linda Andres Middle School Counselor 829 Meadowview Lane Columbia, IL 62236 618-281-5467 | Kentucky Sue Bowen 206 Breckinridge Lane Versailles, KY 40383 606-873-0985 | Maine Gregory Bartlett Asst. Superintendent Brunswick School Department 35 Union St. Brunswick, ME 04011 |
| Minnesota Barbara Anton Educational Consultant 820 4th St. South Moorhead, MN 56560 218-236-9527 | Mississippi Beatrice Volkman Elementary Education 900 5th Ave. S., Apt. Q Columbus, MS 39701 601-329-7175 | Missouri Dennis Butts 407 Comanche Rd. Lake Ozark, MO 65049 573-365-4192 |
| New Mexico Emily Navarrete Bilingual Ed. Coord/teacher PO Box 207, 1323 20th Eunice, NM 88231 505-394-3086 | Nebraska Kent Mann High School Principal Grand Island High School 2124 Grand Island Grand Island, NE 68803 308-385-5950 | New York Harvey Smith Professor 198 Cottage Rd. Colton, NY 13625 315-262-2348 |
| Ohio Donna Gilcher Assistant Principal Roehm Middle School 7220 Pleasant St. | Pennsylvania Salene Cowher Professor/Dept. Chair 128 Butterfield Hall Edinboro University | South Dakota Kathleen Van Horn Curriculum and Staff Development Mead School District |

| | | |
|---|--|--|
| Berea, OH 44017 | Edinboro, PA 16444 814-732-2421 | 3515 W. St. Patrick St. Rapid City, SD 605-347-6544 |
| Texas Maria Beltran School Counselor 500 Highland McAllen, TX 78501 956-971-4277 | Virginia Caryl Felty Principal 1824 Haversham Key Virginia Beach, VA 23454 757-431-4070 | West Virginia Mary Campbell Curriculum Director Cabell County Schools 620 20 th St. Box 446 Huntington, WV 25709 304-528-5000 |
| Hong Kong Peter Won Kai-Hung Student Guidance Education Department-Room 1030 10-F Wu Chung House 197-221 Queen's Rd., East Wan Chai, Hong Kong | Manitoba, Canada Carolyn Crippen 310-3272 Pembina Highway Winnipeg, Manitoba Canada R3Y 1T7 | Ontario, Canada Judy Lee 1 Ashton St. Cambridge, Ontario Canada N3H 4R8 |
| Portugal Azores Donna Wilson Primary Teacher DoDDS PSC 76, Box 609 APO AE 09720 | Please contact the coordinator in your area. | Please call to volunteer to be a coordinator. |

Therein lies the reason that all great teachers of man have arrived at essentially the same norms for living, the essence of these norms being that the overcoming of greed, illusions, and hate, and the attainment of love and compassion are the conditons for attaining optimal being.
Erich Fromm, The Art of Being

Care Enough to Send the Very Best: A Conversation about Sending and Receiving Invitations

By Jack Schmidt, Counselor Education, East Carolina University

Invitational theory, by definition, implies a genuine caring for oneself and others. This may seem evident by the language adopted by this theory, but as William Purkey (Purkey & Novak, 1996) and others have indicated, the language is deceptively simple. Although it is true that we can teach people of all ages about “invitations”—the act of doing good things for oneself and on behalf of others, using the approach consistently to help people develop and change systems to be more responsive is challenging. One of the challenges faced by leaders who attempt to persuade and encourage people to consider the invitational model for their schools and other educational programs is helping them understand the complexity underlying the apparent simplicity of sending and receiving invitations.

During the past year, I have been exploring this dilemma as I have worked on a forthcoming book, Caring: The Heart of Helping. The premise of this book is that while many of the helping professions—counseling, nursing, social work, etc.—have become highly technical with skills, strategies, and approaches, we need to ensure that in all helping processes the core condition of genuine caring is not compromised. That is, we may become very skilled technicians, yet not be effective helpers if we lack fundamental caring in our relationships.

This also has implications for the practice of invitational education in schools and other institutions. Returning to our earlier thought about the simplicity of invitational concepts and language, we might say that the creation and use of invitational themes and initiatives without genuine care for students, parents, teachers, staff members, and others jeopardizes the likelihood of success. At the same time, it places invitational education in the same arena as behavioral initiatives that attempt to do things “to and for” people. Such approaches violate a basic principle put forth by invitational theory—people are able, valuable, and capable of self-direction, and should be treated accordingly (Purkey & Schmidt, 1996).

If people are to understand the concepts of invitational education and apply them successfully within their schools or other institutions, we should give them the opportunity to learn about the important guiding principles that underlie the invitational philosophy. In summary, we must help them learn how to care enough to create and send the most appropriate and beneficial messages.

There are two theoretical foundations of invitational education that are fundamental to successful practice. They are self-concept theory and the perceptual tradition (Purkey & Schmidt, 1996). An understanding of the interconnection between these two foundations and their influence on invitational practice is imperative for people to be successful in using invitational principles. Without this understanding, we might simply become technicians using gimmicks and tricks to create inviting environments without really helping the people who need our assistance.

In addition to self-concept theory and the perceptual tradition, it is essential that we help people understand the choices we have when creating, sending, and accepting invitations. Sometimes it is more inviting not to send, or not to accept a message than it is to send or accept it. This belief may seem convoluted to teachers, counselors, and other professionals who operate on the notion that if you “do the right thing” for people, then everything will be all right. In an earlier article, I explained this as the dilemma between the sender’s intentions and the receiver’s perceptions (Schmidt, 1996). In helping people understand this potential conflict, it is important that we indicate how caring for others means that we make every effort to understand their perceptions and create our invitations accordingly. This does not mean that people readily accept all the invitations they receive. Invitations that challenge and exhort people make changes in their lives might meet with resistance. Nevertheless, if we take time to understand people’s perceptions and create messages with utmost care, we have a better change of being successful.

Another fundamental assumption of invitational practice is that the sender controls the intent and content of the message, and the receiver determines whether or not the message is beneficial. By accepting this principle, we increase the likelihood of our invitations being accepted and acted upon successfully. The

inviting process provides a model that can help professionals monitor their level of care (Purkey & Schmidt, 1996). Steps that encourage us to “read situations,” “choose with care,” “honor the net,” and “develop trust” enable us to create and send successful message, because we care enough too do so.

Finally, caring enough to send the very best means that we understand the responsibility inherent in every initiative and every message we send. As William Purkey has noted time and again, “everything counts.” Nothing we do in schools or other institutions is neutral. Everything we do, or not do, makes some difference to someone. By consistently caring about people’s perceptions, we place ourselves and our schools and institutions in an optimal position to create and send the best of invitations.



References

- Purkey, W. W., & Novak, J. M. (1996). Inviting School Success. 3rd Edition. Belmont, CA: Wadsworth.
Purkey, W. W., & Schmidt, J. J. (1996). Invitational Counseling. Pacific Grove, CA: Brooks/Cole
Schmidt, J. J. (1996). Challenge, confrontation, and exhortation as intentional invitations by professional helpers. Journal of Invitational Theory and Practice, 4, 25-36.

Publications

Many new publications have been published in 1999. We feature two new books this edition of the FORUM. William Purkey has authored a new book, What Children Say to Themselves: Internal Dialogue and School Success, published by Corwin Press. Also, the International Alliance for Invitational Education has sponsored a book, Invitations to Dialogue: The Legacy of Sidney M. Jourard, edited by Anne C. Richards and Tiparat Schumrum. Contributors to the book include: Franz Epting, Maurice Friedman, William Purkey, Clark Moustakas, and Eleanor Criswell-Hanna. More information is available on these books in this edition of the FORUM.

The Journal of Invitational Theory and Practice

The new editor of The Journal of Invitational Theory and Practice is Dr. Phil Rinner.

Advancing Invitational Thinking

The sales of Advancing Invitational Thinking continues to earn royalties. 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.s

Invitations to Dialogue

“I now believe there is no biological, geographical, social economic, or psychological determiner of (the human) condition that [cannot be transcended if a person] is suitable invited or challenge to do so.” Sidney Jourard, Disclosing Man to Himself, 1968.

Invitations to Dialogue: The Legacy of Sidney Jourard, edited by Anne C. Richards and Tiparat Schumrum can now be ordered from the Alliance. This limited edition book highlights the significance of the professional contributions and legacy of psychologist Sidney Jourard. Twenty chapters track the pioneering and insightful nature of Jourard’s ideas as they related to mind-body perspectives, self-disclosure, therapeutic dialogue, and psychological research, Invitational Education and more.

To order write IAIE, School of Education, PO Box 26171, The University of North Carolina at Greensboro, Greensboro, NC 27402. The book costs \$23.95. You can also call the Alliance at 336-334-3431.

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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