

International Alliance for  
Invitational Education

**FORUM**

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c/o School of Education  
PO Box 26171  
The University of North Carolina at Greensboro  
Greensboro, NC 27402

## Editor's Comments

*Our upcoming IAIE conference theme is "Rediscovering Joy in an Age of Accountability." Most of us want to be and are accountable. In our rush to demonstrate accountability to legislatures, school boards, and parents, are we forgetting to be accountable to our students in all areas of development? School is not only where students learn facts, thinking strategies, and skills. It also the great learning field for emotional and social development. Of course we all know that. If we all think back to our own school days and remember what it was like to be in school at different levels, we might remember that many of our challenges had very little to do with books and microscopes. Much of what we learned had little to do with the classes we took.*

*We learned about who we were as people, how to relate to others, and accomplished many milestones that had more to do with hormones and social risk taking than scheduled classes. Students are still trying to cope with others who tease and bully them. Girls and boys are still trying to figure out what it means to be a man and a woman, but they are having to deal with it at younger ages due to earlier physical maturation.*

*The increased emphasis on students' passing state tests in order to graduate from high school is a recent additional stressor for students. Teachers and administrators in many states are stressed out due to the pressures to ensure that students score at certain levels on the state tests. This creates an environment that can be tense for everyone. Although standards of learning seem like a good idea, is it possible that we are being less accountable to our students in the present educational climate?*

*I'm not suggesting we do away with standards of learning, but I am suggesting that we may be offering less help to students in terms of their emotional and social development than we should. Students spend 7 or eight hours in school everyday, which represents one-third of every day. If you consider statistics about how much time parents relate to each other and their children, it is likely that most of a child's interactions with adults and peers occurs at school.*

*What are children learning besides facts and thinking skills? Perhaps they learn that other children think they are too fat or too skinny? One might learn that one losing one's temper too easily. Another child is so shy that he cannot bring himself to speak to others students or speak up in class. A girl has a best friend who decides not to be her friend anymore. She has to learn to cope with rejection. A boy is encouraged by peers to bully another boy for acceptance. He gains their acceptance but loses the acceptance of other friends. A girl learns that she sings very well and struggles with anxiety before each choir performance. She finally learns to be more confident and poised. A boy learns to keep playing on the football field even though he is so tired he doesn't think he can do it. A girl hears someone at school say that girls don't usually major in math but she decides to anyway because she is good at it. A boy is bullied at school and doesn't want to come to school. He comes to school anyway. He learns to persevere.*

*A child is afraid to speak up in class and finally does, feeling a great accomplishment. Students may see teachers work out a conflict in a positive manner. Students sometimes confide in their teachers and school counselors. Everywhere students learn how others see them, what others expect of them. If they are lucky they also develop a unique identity in which they learn about their strengths and weaknesses. Hopefully they learn to verbally communicate with others appropriately. Hopefully they learn to respect other people and work cooperatively. Perhaps they will graduate from school with goals for the future based on their own knowledge of self.*

*If teachers and administrators are stressed out in the current educational climate, how about our students? Are we providing our students with a balanced curriculum? One that includes experiences that provide fun, self-exploration, and the development of social skills? Can we help our students rediscover joy in education as well.*

*Hope to see you in Greensboro  
Paula Stanley, Ph.D., Editor  
PO Box 6994  
Radford University  
Radford, VA 24142*



## “Rediscovering Joy In An Age of Accountability”

IAIE 2000 Conference  
October 12-14, 2000  
Airport Marriott Hotel  
Greensboro, NC

Rediscover the excitement, happiness, and joy of the educative process. The IAIE 2000 World Conference will feature speakers such as Betty Siegel, President of Kennesaw State University and co-founder of IAIE; John Novak, Professor, Brock University; William W. Purkey, Professor of Counselor Education and Co-director of IAIE; Charlotte Reed, Professor, Indiana University, Zacharie Clements, Educational Consultant; and Eddie Collins, Professor, University of North Florida. Over 24 workshops will also be offered by leaders in Invitational Education.

Conference goals include:

- to offer ideas on how to meet the demands of accountability within a circle of respect for, and appreciation of, the people in the process;
- to introduce positive methods for handling difficulty situations through conflict management, positive interactions, cooperative solutions, cultural appreciation and inclusion of everyone involved in the educative process.
- to learn more about invitational education from internationally-known speakers who have served as long-term leaders in the International Alliance for Invitational Education;
- to provide specific strategies for creating and maintaining joyful schools;
- to provide networking experiences with educators from around the world who have successfully applied concepts of Invitational Education in challenging situations.

The conference welcomes participants from any discipline who have an interest in education, schools, learning, children and youth, families and rediscovering joy in education. These would include teachers, principals, counselors, supervisors, superintendents, professionals from any discipline, state education officials, parents, students, teacher assistants, custodians, school secretaries, professors, school nurses, school resources officers, student teachers and student interns.

Hotel reservations can be made through the Airport Marriott which is located directly across from the Piedmont International Airport. Call (336) 852-6450 or (800) 228-9290 to make reservations. Rooms are \$99.00 per night for single or double occupancy. Reservations must be received by September 20, 2000 to ensure accommodations. Please indicate to them that you are with the IAIE Conference.

Please consider our conference. It promises to offer many ideas about how to discover joy in an age of accountability. Information concerning how to register is provided in this edition of the FORUM. Also, a list of programs to be presented are included within this edition.

## IAIE 2000 World Conference Conference Agenda

### Pre-Conference Agenda–Thursday, October 12, 2000

- 7:30 a.m. to 8:15 a.m. Registration Begins/Continental Breakfast/Welcomes  
8:15a.m. to 11:30 a.m. School Visits (elementary, middle, high)  
11:30 a.m. to 1:00 p.m. Lunch (on your own)  
1:00 p.m. to 4:30 p.m. Pre-conference: Introduction to Invitational Education  
*Carolyn Crippen and Kent Mann*  
1:10 p.m. to 4:30 p.m. Optional Tours (separate costs):  
Old Salem (restored 1700's town)  
Tour of Old Greensborough and Blandwood Mansion  
Guilford Revolutionary War Battleground
- Evening Dinner (on your own)  
Attractions: Four Seasons Shopping Mall and Barn Dinner Theatre (ticket includes dinner)

### Conference Agenda–Friday, October 13, 2000

- 7:30 a.m. to 8:15 a.m. Registration and Continental Breakfast  
First Timers Welcome  
8:15 a.m. to 10:15 a.m. Opening Session  
*Judy Lehr, Mistress of Ceremonies*  
*Speaker: John Novak*  
*Reflections: Charlotte Reed*  
10:30 a.m.-11:45 a.m. Breakout Session A (job-alike)  
Noon-2:15 p.m. Light Lunch  
*Speaker: William Purkey*  
2:20 p.m. -3:45 p.m. Breakout Sessions B  
4:00 p.m.-6:30 p.m. Reception–Historical Museum and Children's Museum  
6:30 p.m.-8 p.m. Dinner (on your own)  
8:00 p.m.-11:00 p.m. Dance at the Marriott  
*Cash Bar*

### Saturday, October 14, 2000

- 7:30 a.m. - 8:00 a.m. Continental Breakfast  
8:00 a.m.-10:00 a.m. General Session  
*Speaker: Zacharie Clements*  
*Reflections: Eddie Collins*  
10:15 a.m. - 11:10 a.m. Breakout Sessions C  
11:20 a.m. -12:15 p.m. Breakout Sessions D  
12:30 p.m.-2:30 p.m. Lunch Celebration  
*Speaker: Betty Siegel*  
2:20 p.m. Conference Ends

### POST CONFERENCE, Saturday, October 14, 2000

- 3:00 p.m. to 6:00 p.m. How to present a dynamic program on invitational education  
*Jim Mahoney and Kate Asbill*

## **Registering for the IAIE 2000 World Conference in Greensboro**

Name \_\_\_\_\_  
 Address \_\_\_\_\_  
 City \_\_\_\_\_ State \_\_\_\_\_ Country \_\_\_\_\_ Postal Code \_\_\_\_\_  
 Daytime Phone : (    ) \_\_\_\_\_ Organization \_\_\_\_\_  
 I plan to attend : (check all that apply)     (    ) Pre-conference  
    (    ) Conference  
    (    ) Post-conference

IAIE member	_____	\$175.00 (before Sept. 20)	\$195.00 after Sept 20	_____
Non-IAIE member	_____	\$195.00 (before Sept. 20)	\$195.00 after Sept 20	_____
Student	_____	\$75.00 (before Sept 20)	\$90.00 after Sept 20	_____

(    ) Day Rate (IAIE member and non-member):

October 13, Fri.	_____	\$90.00 (before Sept 20)	\$100.00 after Sept 20	_____
October 14, Sat.	_____	\$90.00 (before Sept 20)	\$100.00 after Sept 20	_____
Student				
October 13, Fri.	_____	\$25.00 (before Sept 20)	\$35.00 after Sept 20	_____
October 14, Sat.	_____	\$25.00 (before Sept 20)	\$35.00 after Sept 20	_____

(    ) **IAIE One year Membership** \_\_\_\_\_ \$35.00

Make checks payable to IAIE and send this panel to:  
 International Alliance for Invitational Education  
 PO box 26171, The University of North Carolina at Greensboro  
 Greensboro, NC 27402

### **IAIE 2000 World Conference Workshop Programs**

- “A Synthesis of Dr. James P. Comer’s School Development Program and the Invitational Principles of Dr. William Watson Purkey”–Dr. Lane Anderson, III
- “Experiencing Joy Through Intentional Invitational Living”–Dr. Kate Asbill
- “Invitational Education and QUEST: Two Powerful Tools for Today’s Schools”–Brian Blankenship
- “Respect, Acceptance, and High Expectations Create Positive Results”–Sue Bowen
- “Using Educational Technology to Intentionally Promote Student Learning”–Dr. Peter Brouwr
- “Valuing Invitational Education”–Dr. Dennis Butts
- “Looking into the Mirror: An Invitation to Yourself”–Dave Chapman
- “Helping Schools Become More Accountable and Successful”–Michael Cox
- “Who You Are Is Not Important”–Elaine Devers and Martha Stakers
- “Opening Doors to Inviting Schools”–Lanny Hubbard
- “How I Raised Myself from Failure to Success in Creating an Inviting Classroom”–John Jacobs
- “Becoming Magic Dragon”–Dr. Jim Mahoney
- “An Invitational Approach to Quality Systems Audit: A Contradiction in Terms?”–Dr. Patsy Paxton
- “The Joy of Inviting Yourself and Others”–Dr. Tommie Radd
- “Inviting Oneself by Using the Five P’s for Personal and Professional Accountability”–Dr. John Schmidt
- “Who’s Afraid of the Big Bad Internet?”–Dr. Daniel Shaw
- “If You Want to Be Happy, Hang Around Happy People”–Dr. Harvey Smith
- “Using Self-talk to Increase Self-Confidence and Joy in Living”–Dr. Paula Stanley
- “Mindful Learning: Teaching Self-disclosure and Academic Achievement”–Dr. David Strahan.
- “Train Your Brain”–Brian Thwaites

## The IAIE World 2000 Conference Planning Team

The IAIE World 2000 Conference Planning Team is composed of :

Debbie Blanton, Winston-Salem /Forsyth County Schols  
Ron Hann, Guilford County Schools  
Cammie Hall, Rockingham County Schools  
Linda Greene, Wilkes County Schools  
Sandy Francis, Burlington/Alamance County Schools  
Tim Clifford, Guilford County Schools  
Diane Spencer, Guilford County Schools  
Richard Tuck, Guilford County Schools  
Gwen Willis, Guilford County Schools  
Leigh Tyser-Holt, Guilford County Schools  
Jeannette Gann, Guilford County Schools  
Lane Anderson, Guilford County Schools  
William Purkey, The University of North Carolina at Greensboro

Thanks to these individuals for their hard work and successful planning.



### How to Get Money To Attend Our IAIE 2000 World Conference

One way to obtain funds is to write a grant proposal to your PTA, local, state or regional organization, school board or whoever. Write a one-page proposal requesting funds and indicate the value to the school and school system or college of your attending the conference. Point out that you are contributing your time, energy, and money, as well.

Be sure to include your costs of travel, food, lodging, and registration. Type your proposal and hand carry it to likely funding sources, including the PTA/PTO, superintendent/school board, state/province departments of education and possibly business/school partnerships. You can stress how your trip will benefit students in your school.

Many people believe that Alliance conference have much to offer. Dewane Wren, Superintendent of the Blackfoot School District, Blackfoot, Idaho, recently wrote, "I have attended two other (IAIE) conferences. These conferences are among the best meetings I have attended in my career."

*The concept which the teacher has of the student often becomes the concept which the students have of themselves.*

**C. H. Patterson, Humanistic Education, 1973**



## **INVITING SCHOOL AWARD PROGRAM**

If you are interested in nominating a school for the Inviting School Award, please contact Dr. Lane Anderson, PO Box 28, Summerfield, NC 28358. Phone: (336) 275-2204 or (336) 449-4711. Lane is the Inviting School Award Chair for the Alliance and provide you information needed to nominate a school. Schools which are nominated are visited by a member of the International Alliance for Invitational Education. Inviting School Awards will be presented at the 2000 IAIE World Conference in Greensboro, NC this fall.

*How capable we feel has to do  
with our own accomplishments and  
how other people treat us.*

**Albert Bandura**  
**Self-Efficacy**

## **IDEAS AND NEWS FROM INVITING SCHOOLS**

### **Creating Inviting Schools Through Faculty Exchanges**

by Dr. Kent Mann, Principal  
Grand Island Senior High School  
Grand Island, NE

Field trips are common place for many schools and are used to enhance student learning. Likewise, workshops and professional conferences are used in schools to energize and encourage professional educators to stay abreast of the latest trends and developments. A faculty exchange is yet another opportunity that can be implemented to create an invitational learning experience for teachers and principals. The purpose of the exchange is to share ideas on how to make high schools more exciting, inviting, inspiring places for everyone.

Through an invitation extended by Dr. William Purkey of the University of North Carolina at Greensboro, a team of three teachers and the principal of Grand Island Senior High (GISH) in Grand Island, Nebraska, traveled to Fayetteville, North Carolina to work with and learn from the faculty of Westover High School (WHS). The GISH team of Deborah Rohrich, Foreign Language teacher; Melanie Smith, Business/Computer teacher; Greg Ulmer, Theater and Stage Craft teacher, and Kent Mann, GISH principal were hosted by Dr. William Shipp at WHS for a two-day exchange.

#### **School Profiles**

Each of the high schools were 9-12 grade configurations with student populations of similar size,

WHS had approximately 1400 students and GISH had just over 1700. WHS was one of seven high schools in a school district of 7,000 students. Each school had minority student populations. Black students composed the largest minority at WHS, while Hispanic students were the largest minority group at GISH. Staff size, administrative teams with a principal, assistant principals, activities director, and school counselors, availability of resources officers, and comparable curricular offerings were other characteristics that were similar between WHS and GISH. Both schools operated with funds provided by their respective boards of education and had onsite authority for expenditure of these funds. WHS had worked with the invitational education model for approximately two years. GISH was in its seventh year of invitational strategies and programs.

#### Faculty Exchange Overview

Initial planning for the faculty exchange began in the spring of 1999. The principals communicated about the types of experiences that might be organized, logistics for travel and housing, the number of teachers that might participate in the exchange, and began to develop a list of exchange objectives. In the fall of 1999, both principals met with William Purkey and finalized the details for the first phase of the faculty exchange. The GISH team was slated to travel to North Carolina for a visit in late October, 1999. The WHS team plans for a trip to Nebraska in March, 2000 were also confirmed during the fall meeting. Perhaps one of the most significant components of the exchange was the desire to create the opportunity for both groups to share. The GISH team prepared a presentation on school governance, shared decision making, and strategies for implementing invitational programs. The WHS staff prepared building tours, overview information about dealing with minority students and critical issues that were being addressed by the school, and summaries of student activities and student achievement. Portions of both onsite days were also set aside for members of both groups to dialogue and interact on a wide range of instructional and professional topics.

The GISH team arrived in Fayetteville in the early evening on a Wednesday. They began their exchange at WHS by spending a portion of the first day making group presentations to members of the staff about school governance and the invitational model at GISH. The remainder of the first day was spent with the GISH team classes in their content areas with host faculty at WHS. Thursday evening, members of both faculty groups met for dinner and had the opportunity to “talk shop” and informally evaluate the experiences of the first day of the exchange. The second day of the exchange began with GISH faculty visiting and teaching with selected members of the WHS faculty. The two principals met during the morning on Friday focusing on leadership styles and strategies that facilitate and empower teachers to live the concepts of invitational education. Following lunch with GISH and WHS teachers, the GISH teachers and principal gathered details and information about alternative high schools and distance learning. They met with administrators from an alternative school and talked about program organization, admission requirements, and expectations. The team also met with the coordinator of the Cumberland County’s Academy, an on-line high school curriculum. The formal visit concluded on Friday evening with a select group of WHS staff members and the GISH team. The agenda of this meeting covered the events of the past two days, confirmation of addresses and requests for additional information and details, and outlining the objectives for the WHS visit to Nebraska in the spring.

#### After Action Summary

The GISH team returned excited, challenged, affirmed, and exhausted. We regained a broader understanding of issues related to working effectively with minority students, possible applications

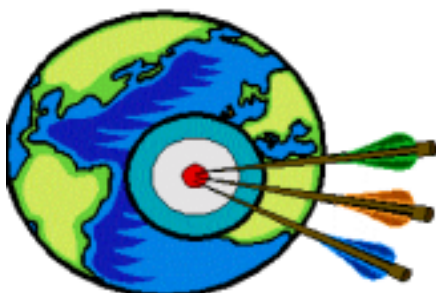
of a block schedule that could be used at GISH, invitational ways to provide important information to students, and a number of experiences and opportunities to include for our guests from WHS in the spring. When the visitation team returned, highlights of the trip were shared with Building Leadership Teams and department chairpersons. An administrative summary of the trip was presented to the assistant superintendent for curriculum and the superintendent of schools in Grand Island.

The spring 2000 visit to Nebraska by the WHS team will follow a similar format as compared to the GISH visit in the fall. In addition, one more day of observation and dialogue has been discussed.

During this day, the visiting team will have the opportunity to participate in a Building Leadership Team meeting. These leadership teams are based on the five P's of invitational education and serve as a school improvement group. Plans have also been made to invite a group of Nebraska area school administrators to meet with the administrative team members from WHS in a think-tank type of meeting to articulate major school/student issues and then share strategies being used to address these issues.

### Conclusion

The faculty exchange afforded many professional opportunities for professional educators to interact, share and grow. The common theme of invitational education provided a basis and framework for dialogue and focus. For more information on the inviting school exchange program, please contact the author at Grand Island Senior High School, 2124 North Lafayette St., Grand Island, NE 68803. Email: [kemann@genie.esu10.k12.ne.us](mailto:kemann@genie.esu10.k12.ne.us). Fax: 308-385-5966. Telephone: 308-385-5950.



## IAIE State/Country Coordinators

*Sue Bowen recently sent us a list of the IAIE Coordinators. The last edition of the FORUM did not include all coordinators. Sue has actively recruited the coordinators for states/countries and we appreciate her work in this area. The state/country coordinators are listed below. Please contact them with your questions and ideas. Also listed are the number of members in each state. If you would like to be a*

*state or country coordinator please contact Sue Bowen, 206 Breckinridge, Versailles, KY 40383.*

<p><b><u>Alabama (40 members)</u></b></p> <p><b><u>Alice Laurendine</u></b>  <b><u>Vestavia Hills Elementary–West</u></b>  <b><u>1965 Merryvale Rd.</u></b>  <b><u>Vestavia Hills, AL 35216</u></b>  <b><u>(205) 402-5151</u></b>  <b><u><a href="mailto:alaurendine@vestavia.k12.al.us">alaurendine@vestavia.k12.al.us</a></u></b></p>	<p><b><u>Arkansas (2 members)</u></b></p> <p><b><u>Evelyn Cash</u></b>  <b><u>9410 Hwy. 35 North</u></b>  <b><u>Rison, AR 71665</u></b>  <b><u>(870) 325-7242</u></b>  <b><u><a href="mailto:ecash@sbs.arsc.k12.ar.us">ecash@sbs.arsc.k12.ar.us</a></u></b></p>	<p><b><u>Colorado (4 members)</u></b></p> <p><b><u>Charles V. Branch</u></b>  <b><u>3005 So. Xeric Court</u></b>  <b><u>Denver, CO 80231</u></b>  <b><u>(303) 556-8358 (work)</u></b>  <b><u>(303) 751-3940 (home)</u></b>  <b><u><a href="mailto:branchc@mscd.edu">branchc@mscd.edu</a></u></b></p>
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<p>Delaware (10 members)</p> <p>Tina Huff Capital School District 945 Forest St. Dover, DE 19904 (302) 672-1951 <a href="mailto:ehuff@den.k12.de.us">ehuff@den.k12.de.us</a></p>	<p>Florida (69 members)</p> <p>Diana Brown 1732 Disston Ave. Clermont, FL 34711 (352) 394-4411 <a href="mailto:dbrown@feaunited.org">dbrown@feaunited.org</a></p>	<p>Indiana (7 members)</p> <p>Charlotte Reed (co-coord.) Indiana Univ., Northwest 301 Hawthorn Hall 3400 Broadway Gary, IN 46408 (219) 980-6887 <a href="mailto:creed@iunhaw1.iun.Indiana.edu">creed@iunhaw1.iun.Indiana.edu</a></p>
<p>Indiana</p> <p>David Chapman (co-coord.) 2235 N. 11<sup>th</sup> St. Terre Haute, IN 47804 (812) 462-4282 <a href="mailto:wesths@galileo.vigoco.k12.in.us">wesths@galileo.vigoco.k12.in.us</a> <a href="mailto:dac@vigoco.k12.in.us">dac@vigoco.k12.in.us</a></p>	<p>Illinois (15 members)</p> <p>Linda Andres 829 Meadowview Lane Columbia, IL 62236 (618) 281-5467 <a href="mailto:eugene@htc.net">eugene@htc.net</a></p>	<p>Kentucky (69 members)</p> <p>Sue Bowen 206 Breckinridge Versailles, KY 40383 (606) 873-0985 <a href="mailto:csbowen@aol.com">csbowen@aol.com</a></p>
<p>Maine (3 members)</p> <p>Gregory Bartlett Brunswick School Department 35 Union St. Brunswick, ME 04011 (207) 729-4148 (work) (207) 865-4551 (home) <a href="mailto:gbartlett@horton.col.k12.me.us">gbartlett@horton.col.k12.me.us</a></p>	<p>Maryland (33 members)</p> <p>Betty Collins 1323 Gresham Silver Springs, MD 20904 (301) 595-2930 <a href="mailto:Betty_collins@fc.mcps.k12.md.us">Betty_collins@fc.mcps.k12.md.us</a></p>	<p>Michigan (55 members)</p> <p>Ann W. Kalee Cooper Elementary Livonia Public Schools 28550 Ann Arbor Trail Westland, MI 48185 (734) 523-9476 <a href="mailto:akalec@livonia.k12.mi.us">akalec@livonia.k12.mi.us</a></p>
<p>Minnesota (9 members)</p> <p>Barbara Anton 820 4<sup>th</sup> St. South Moorhead, MN 56560 (218) 236-9527 <a href="mailto:banton@sendit.nodak.edu">banton@sendit.nodak.edu</a></p>	<p>Mississippi (9 members)</p> <p>Beatrice Volkman 23 Town Crier Ct. Mobile, AL 36608</p>	<p>Missouri (21 members)</p> <p>Dennis Butts 407 Comanche Rd. Lake Ozark, MO 65049 (573) 365-4192 <a href="mailto:dennislpr@yahoo.com">dennislpr@yahoo.com</a></p>
<p>Montana (3 members)</p> <p>Cheryl Malia-McCall 155 Norris Court Billings, MT 59105 (406) 248-9994 <a href="mailto:dcmcirish@aol.com">dcmcirish@aol.com</a></p>	<p>Nebraska (17)</p> <p>Kent Mann Grand Island High School 2124 Grand Island Grand Island, NE 68803 (308) 385-5950 <a href="mailto:kemann@genie.esu10.k12.ne.us">kemann@genie.esu10.k12.ne.us</a></p>	<p>New Mexico (26 members)</p> <p>Emily Navarrete Po Box 207, 1323 20<sup>th</sup> Eunice, NM 88231 (505) 394-3086 <a href="mailto:emilynavarrete@hotmail.com">emilynavarrete@hotmail.com</a></p>

<p>New York (77 members)</p> <p>Harvey A. Smith 198 Cottage Rd. Colton, NY 13625 (315) 262-2348 <a href="mailto:smithha@northnet.org">smithha@northnet.org</a></p>	<p>North Carolina (150 members)</p> <p>Philip Curtis 1420 Beal St. Rocky Mount, NC 27803 (252) 446-5451 <a href="mailto:spcurtis@aol.com">spcurtis@aol.com</a></p>	<p>Ohio (46 members)</p> <p>Donna Gilcher Roehm Middle School 7220 Pleasant St. Berea, OH 44017 (440) 891-9560 <a href="mailto:gilcher264@aol.com">gilcher264@aol.com</a></p>
<p>Oregon (1 member)</p> <p>Rebecca Wolfe PO Box 336 Shaw Island, WA 98286 (360) 468-4144 <a href="mailto:wolfe@rockisland.com">wolfe@rockisland.com</a></p>	<p>Pennsylvania (21 members)</p> <p>Salene Cowher 128 Butterfield Hall Edinboro University Edinboro, PA 16444 (814) 732-2421 <a href="mailto:scowher@edinboro.edu">scowher@edinboro.edu</a></p>	<p>South Carolina (57 members)</p> <p>William Donovan Beech Springs Intermediate PO Box 800, 200 S. Danzlerrd Duncan, SC 29334</p>
<p>South Dakota (3 members)</p> <p>Kathleen Van Horn Meade School District 3515 W. St. Patrick St. Rapid City, SD (605) 347-6544 <a href="mailto:kathleen.vanhorn@meade.k12.sd.us">kathleen.vanhorn@meade.k12.sd.us</a></p>	<p>Texas (25 members)</p> <p>Maria Elena Beltran 500 Highland McAllen, TX 78501 (956) 971-4277</p>	<p>Utah (17 members)</p> <p>Barbara Lovejoy 85 4 Elm Avenue Salt Lake City, UT 84106 (801) 466-1117 <a href="mailto:horizons@uswest.net">horizons@uswest.net</a></p>
<p>Virginia (73 members)</p> <p>Caryl Felty 1824 Haversham Key Virginia Beach, VA 23454 (757) 431-4070 <a href="mailto:cfelty@vbcps.k12.va.us">cfelty@vbcps.k12.va.us</a></p>	<p>Washington (8 members)</p> <p>PO Box 336 Shaw Island, WA 98286 (360) 468-4144 <a href="mailto:wolfe@rockisland.com">wolfe@rockisland.com</a></p>	<p>West Virginia (7 members)</p> <p>Mary Campbell Cabell County Schools 620 20<sup>th</sup> St., Box 446 Huntington, WV 25709 (304) 528-5000</p>
<p>Hong Kong (3 members)</p> <p>Peter Wong Kai-Hung Education Depart.–Rm 1030 10-F Wu Chung House 197-221 Queen's Rd., East Wan Chai, Hong Kong, China <a href="mailto:kaihung-wong1@hotmail.com">kaihung-wong1@hotmail.com</a></p>	<p>Manitoba, Canada (4 members)</p> <p>Carolyn Crippen 310-3275 Pembina Highway Winnipeg, Manitoba Canada, R3V 1T7 (204) 269-4091 <a href="mailto:c720926@mb.sympatico.ca">c720926@mb.sympatico.ca</a></p>	<p>Ontario, Canada (44 members)</p> <p>Judy Lee 1 Ashton St. Cambridge, Ontario, Canada N3H 4R8 Judyleeloo</p>
<p>Portugal Azores (3 members)</p> <p>Donna Wilson DoDDs PSC 76, Box 609 APO AE 09720 <a href="mailto:donmilwil@mail.telepac.pt">donmilwil@mail.telepac.pt</a></p>	<p>New Zealand</p> <p>Patsy Paxton Auckland Institute of Technology Private Bag 92006 Auckland, NZ 1020 Phone: 64-9-307-9868 <a href="mailto:patsy.paxton@ait.ac.nz">patsy.paxton@ait.ac.nz</a></p>	<p>South Africa</p> <p>Jacobus Kok Auckland Park Box 524 Johannesburg, 2006 Republic of South Africa <a href="mailto:jck@edcur.rau.ac.za">jck@edcur.rau.ac.za</a></p>

<p>Idaho (9 members)</p> <p>Dewane Wren 270 E. Bridge St. Blackfoot, ID 83221 (208) 785-8800 <a href="mailto:wrend@55.k12.id.us">wrend@55.k12.id.us</a></p>	<p>Contact your state or country coordinator to suggest ideas or volunteer to help. Sponsor a workshop or send out Invitational Education materials.</p>	<p>Perhaps your state or country contact may know others in your area who are coming to our IAIE 2000 World Conference in Greensboro, North Carolina.</p>
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## A Special Invitation For the Learning Celebration–VASCD

A Review of the 1999 VASCD Closing Session by Caryl Felty, IAIE Virginia State Coordinator

There is only one person who can hold over 800 people in the palm of his hand for the closing session of a three-day conference. Our very William W. Purkey did just that at the Virginia Association of Supervision and Curriculum Development (VASCD) Conference held December 1-3, 1999 in Williamsburg, Virginia. Most conference attendance fades noticeably on the last day. When a conference is held in a location as inviting as Williamsburg, the sessions are even more sparsely attended. Throw in the lure of holiday shopping, and poor Dr. Purkey was probably hoping to break 100. But the room was packed, the audience was mesmerized, and the session was fantastic!

“A Special Invitation to the Learning Celebration” is the title that captured the curiosity of the conference attendees. As the program further stated:

Automobiles will not run without gasoline; hearts will not beat without adrenaline; fires will not burn without oxygen; and schools will not run without spirit. Dr. Purkey will offer some practical suggestions for inspiring education based on Invitational Education.

True to form, Dr. Purkey laced his presentation with humor, audience involvement and challenges. We reminded to PRACTICE our transformational language as we convert from “orange” to “blue,” focus on the tone of our words, and sincerely invite our students and co-workers into our hearts. Although the message if familiar to those of us committed to Invitational Education; we never tire of hearing it, and we always come away with at least one fresh truth. Dr. Purkey shares his gift with all who will listen. Over 800 people became inspired anew on December 3<sup>rd</sup>. Thank you, Dr. Purkey.

*Students with positive perceptions of themselves are more persistent at school tasks, whereas those who have poor self-concepts are more likely to give up when faced with difficult situations.*

**J. W. Chapman, 1988**  
**Review of Education Research**

## ORGANIZATIONS AND AFFILIATES

*IAIE has many affiliates you may be interested in joining. Contact persons are listed for each affiliate so that you may share your ideas or become a members. Members of the AERA-SIG should pay particular attention to the new rules that apply to special interest groups.*

## ASCD Invitational Education Network

The Invitational Network of the Association for Supervision and Curriculum Development continues to be sponsored by the Networks Review Committee of the Association for Supervision and Curriculum Development. John Van Hoose, PO Box 26171, School of Education, The University of North Carolina at Greensboro, Greensboro, NC 27402, is the coordinator of the Invitational Education Network. There is a \$10.00 membership fee.

## AERA-Special Interest Group–Important Changes...Please Read Carefully..

Important changes have occurred in how the American Educational Research Association collects dues. AERA will collect dues from special interest groups and then disburse the money to the special interest groups beginning next year. You can still pay your dues to the AERA-Sig this year. We also need to have 30 members in our AERA-Sig to remain an AERA-SIG. Tommie Radd, Treasurer of our AERA-SIG encourages your membership in the SIG, as it “is an extremely important dimension for the advancement of invitational education. Our ‘theory of practice’ is an important component of education. The AERA *Invitational Special Interest Group* provides a respected arena where our research can be documented and shared with researchers from around the world.” Please send your membership dues (\$10.00) to: Dr. Tommie Radd, College of Education, Counseling Department, Omaha, NE 68182. Phone: (402) 554-2727.

### Primary Goals of the Invitational Education SIG:

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

Co-chairs of the SIG are:

Kerri-Ann Hewett  
Dept of Teacher Education Curriculum Studies  
College of Education  
University of Hawaii, 176 University Ave.  
Honolulu, HI 96822  
email: [hewett@hawaii.edu](mailto:hewett@hawaii.edu)

Huia Jahnke  
Maori Studies Department  
Massey University, Private Bag  
Palmerston North  
New Zealand  
Email: [H.Jahnke@massey.ac.nz](mailto:H.Jahnke@massey.ac.nz)

Newsletter Editor: Dr. Phil Riner, PO Box 2350, Arkansas State University, State University, Arkansas 72467.  
Phone: (870) 972-3059).

Treasurer: Dr. Tommie Radd, University of Nebraska at Omaha, Department of Counseling, Kayser Hall, Omaha, NE 68182. Email: [Tommie.Radd@COE/UNO/UNEHR@UniversityofNebraska](mailto:Tommie.Radd@COE/UNO/UNEHR@UniversityofNebraska).

*Show an old dog the right new trick,  
and I think you'll discover just how inconsequential  
old age, brittle teeth and a touch of senility can be.*

**Ken Bryan, Life is a Weekend–Death is a Monday**

**AERA INVITATIONAL EDUCATION PROGRAMS-April 24-26, 2000**

**Session 7.32– Invitational Education: Business Meeting and Invited Address--**

Monday 6:15-7:45. Marriott Mardi Gras A 3<sup>rd</sup> Floor

Co-Chairs: Huia Tomlins-Jahnke, Massey University and Kerri-Ann Hewett, University of Hawaii.

Speakers: “The Whispering Self in Learning, Leading, and Living.” John Novak, Brock University and William W. Purkey, University of North Carolina at Greensboro.

Discussant: David Sherrill, University of Hawaii, Manoa.

**Session 21.05–Women, Fire, and Dangerous Things: Indigenous Women and Their Research–**

Wednesday 8:15-10:15 Sheraton Pontchartrain B 3<sup>rd</sup> Floor

Chair: Margaret Maaka, University of Hawaii, Manoa

Speakers: “Walking on Water: Understanding Education in Aotearoa/New Zealand”–Arohia Durie, Huia Tomlins-Jahnke, Massey University.

“Immersed in Whiteness: An Indigenous Journey Through the Australian Education System.” Aileen Moreton-Robinson, Flinders University

“Decolonizing Aboriginal Education in Canada: Dreaming the Language of Possibility.”

Marie Battiste, University of Saskatchewan.

“I Ku Mau Mau: Self-Determination and Native Hawaiian Education.” Kerri-Ann Hewett, University of Hawaii, Manoa.

Discussant: Linda Tuhiwai Smith, University of Auckland.

**Session 37.41–Invitational Education: Research and Practice (Roundtable).**

Thursday 2:15-2:55

Marriott Carondelet

3<sup>rd</sup> Floor

Roundtables:

“Transforming the Instructor: Service Learning into a Community College Curriculum.” Shr M. Ward, Kapi’olani Community College.

“Inviting On-Line Success: Philosophy, People, Places, and Policies.” John M. Novak, Tony Di Petta, Rahul Kumar, Denise Stockley, Brock University.

“Applying Principles of Invitational Education and Liberation Pedagogy to the Training of Preservice Multicultural and Diversity Educators.” Franklin T. Thompson, University of Nebraska, Omaha.

“Invitational Theory and a Positive Psychology of Academic Motivation.” Giovanni Valiante & Frank Pajares, Emory University.

“Transforming the First-Year Experience in Engineering Using WebCT and Invitational Teaching.” Joanne E. Goodell, Cleveland State University, Vassilio G. Agelidis, Curtin University of Technology.

“Taha(e) Maori: The Representation and Commodification of Maori in Education.” Hine Waitere-Ang, Patricia Maringi Johnston, Massey University.

“Indigenous Teacher Education: Research on an Initiative for a Hawaiian Community.”

Margaret J. Maaka, Kathryn H. Au, Larrilynn K. Holu, Yvonne K. Lefcourt, & Corrina A. Luna, University of Hawaii, Manoa.

## Invitational Counseling Professional Interest Network

The Invitational Counseling Professional Interest Network (PIN) continues to be supported by the American School Counselors Association (ASCA). The PIN was approved to continue during the 2000-2001 academic year.

ASCA requires that individuals apply on a year-to-year basis to continue a PIN. The coordinator of the PIN is Paula Stanley, PO Box 6994, Radford University, Radford, VA 24142. The ASCA national newsletter has featured the Invitational PIN as one that is especially relevant to the work of school counselors. The coordinator writes 2 articles for the newsletter each year. The PIN coordinator is now working on an article for the newsletter that demonstrates what counselors are doing to implement invitational counseling. If you have ideas you would like to be included in such an article please send to Paula Stanley. We will recognize your school along with your idea. You can also contact Paula Stanley at the email address: [pstanley@runet.edu](mailto:pstanley@runet.edu)

### **Someday**

**Someday this world will wake up from all of the madness that goes on and actually care to try and make a difference. Someday people will notice that hatred brings out the worst in everyone. Someday people will accept you for who you are and not what you look like or act like. Someday this world will realize that drugs don't help anything and that they just make everything worse. Someday people will come together and put aside differences and live life because it's just too short. Someday people will learn to solve things with words, not violence. I wish this for the world and I'll make it happen someday.**

**By Tara Sanderson (12/7/99)  
Age 12  
Whately Elementary School  
257 Shutesbury Rd.  
Amherst, MA 01002-1267**

*Stephanie Palladino, M.Ed. is a school counselor at Whately Elementary School and a long-term member of the Alliance. Stephanie wrote the editor the following: I am enclosing a poem written by a sixth grade student at our school. One day recently she handed it to me without saying a word, while I was visiting her classroom. ...It seems fitting to me that Tara Sanderson's invitation to her generation should find its way to your publication.*

*Stephanie writes that Whately is a small farming community in western Massachusetts. Her school was a recipient of the Inviting School Award in 1996.*

## IDEAS TO CONSIDER

*This section of the FORUM* presents ideas for consideration. If you have ideas you would like to share with others who read the FORUM, please send them. Our members have commented that this is one of the most helpful sections of the publication.

### Creative Faculty Meeting

Beverly Stagg, Assistant Director of the George Stone Center, 2400 Longleaf Dr., Pensacola, FL 32526, reports that two of her staff members injected a bit of creativity at a recent faculty meeting. Two of her teachers dressed up for a faculty meeting. One as a taco chip and one as a bowl of dip. They delivered a poem about dipping into student capabilities.

### Thoughts on Risk and Recovery From Course Failure

by Paula Stanley

Melissa Roderick and Eric Camburn published an article, "Risk and Recovery From Course Failure in the Early Years of High School," in the Summer 1999 edition of the American Educational Research Journal, Volume 36, Number 2. The authors undertook an extensive study of students in the Chicago public school system.

The study conducted by the authors focused on : "(s) the likelihood of course failure and (b) the likelihood of recovery from grade failure from one semester to the next." (p. 310). 27, 612 students composed the sample. The sample consisted of students were in the ninth grade for the first time and who were had received grades for the first semester. The Chicago public school system has few middle schools or junior high schools. Demographic data indicated that the urban school system was predominantly represented by minority students and students who are at low socioeconomic

**"Once students encounter difficulty,  
there is little recovery.  
Academic failure in one course  
in the first semester  
translates into worse  
performance in the second  
semester."**

levels. Fifty-six of the sample were African-American and 28% were hispanic. Hispanic students were predominantly Mexican-American. The poverty rates of students had increased from previous years and the median household income had decreased.

The authors of this study were concerned with the progress that students make after course failure and the factors that are related to course failure and recovery from course failure. The authors note that students fail courses in high school for three reasons: "First, they fail because they do not attend classes. Second, they fail because they do not complete the required work. And, third, they fail because they do not pass examinations" (p. 335).

The results of this study indicated that over 40% of first-time ninth graders receive an F in a major subject. Students who enter ninth grade with adequate skills often fail courses. Males and Hispanics have a higher failure rate than other ethnic groups and females. They conjecture that the higher rate of failure among males may be due to their reticence to seek help when they need it, being seen as a threat by teachers by virtue of being male, and because males tend to respond to frustration by acting out. Hispanic families whose adolescents attend predominantly Hispanic High Schools receive less academic support and there is less communication between home and school than in Hispanic Elementary Schools.

The results of this study are that “once students encounter difficulty, there is little recovery. Academic failure in one course in the first semester often translates into worse performance in the second semester” (p. 336).

Many students experienced difficulty in the ninth grade, even those with adequate academic skills. The authors suggest that their data indicates the importance of school climate factors in assisting ninth graders be successful in school.

As school systems increase expectations for student performance, “schools must pay attention to the extent to which these schools are providing adolescents with the kind learning environments and supports that promote positive engagement and academic success. Jacquelyne Eccles and Carol Midgley argue that grade and motivational declines following school transitions represent a stage-developmental mismatch between the developmental needs of adolescents and the organization and teaching practices of secondary schools” (p. 336).

The authors suggest that there must be interventions to help students who enter high school with poor academic skills to prevent a slide into failure. It is important to assist all students with transition to high school. Early academic difficulty is hard to recover from. Almost one of four students entering Chicago high schools will fail over half of their major courses the first semester of high school. And the authors believe that the results from the Chicago will be similar to other large urban school systems.

***“When students fail courses and do not progress in a regular fashion through school, they begin to fall further and further behind and are at a greater risk of dropping out.”***

According to Roderick and Camburn, “When students fail courses and do not progress in a regular fashion through school, they begin to fall further and further behind and are at a greater risk of dropping out. High course failure, even among students who have good attendance and those who enter high school with good academic skills, means that students are not experiencing many Chicago schools as positive environments which engage them developing the social and academic skills that will lay the basis for success later in high school and beyond” (p. 339).

***The impossible is never out of reach  
Simply out of focus.***

***It is, you might say, a figment  
of our UNIMAGINATION.”***

**Ken Bryan, Life is a Weekend–Death is a Monday**

## **Reducing School Violence by Working on School Culture**

by Paula Stanley

Stan Friedland, a member of IAIE, wrote an article in The School Administrator, June 1999, entitled, “Violence Reduction? Start with School Culture.” In the article, Friedland proposed a four-part prevention program that can be used to supplement security measures implemented in a school: (1) cooperative learning, (2) an invitational place, (3) positive attitudes, and (4) parenting education (pp. 15-16).

Cooperative learning. Friedland suggests that cooperative learning be used at all grade levels at least 25% of the time. Cooperative learning encourages teamwork, the development and enhancement of social skills, and helps create a sense of belonging.

Invitational place. Friedland suggests that invitational education is a philosophy which can create a “total school climate that is welcoming” (p. 15). He noted the four key assumptions of invitational education:

trust, respect, intentionality, and optimism.

Positive Attitudes. He suggest that the POPS program (Power of Positive Students) helps create positive attitudes in students. The four beliefs of this program are: (a) “a strong, positive relationship exists between self-concept and achievement, (b) a positive self-concept is learned and, therefore, can be taught, (c) children must experience success in order to develop and sustain a positive self-concept, (d) and a positive learning climate at school and home and in the community is crucial” (p. 16).

Parenting Education. Friedland suggests to prevent violence, parenting education programs are essential. He suggests that parenting programs can help parents “develop better parenting skills, resulting in healthier children in all respects. Parenting programs should include the following:

A major orientation program for all parents of kindergarten students that stresses the complex age-developmental needs of their children....The staging of five important parenting workshops at each grade level, aimed at enabling the parents to be more effective in meeting their children’s developmental needs at that level. In middle and high secondary years, emphasis should be placed on topics such as conflict resolution, anger management, and building healthy self-esteem in children.

The use of parents as volunteers at least once a year to bring them into the schools in a positive, constructive and educative way....The use of parents in community service and career internship programs for secondary students.. Parent support teams should be developed as the major format from kindergarten on so that each parent is a member of such a team throughout the 13-year cycle. ...School districts must designate the major responsibility for their parent education programs to a central office administrator (p. 16).

Friedland proposes that security measures, such as cameras and increased personnel in the halls are not enough by themselves to prevent violence. His approach is multi-faceted and includes actively engaging students through cooperative learning, working directly on positive attitudes, enriching parent knowledge about parenting, and providing an invitational climate in the school.

## Focus on Public Speaking

Betty Siegel, President of Kennesaw State University, and co-director of IAIE, recently wrote an article, “Focus: Public Speaking,” which was published in The Presidency, the magazine for higher education leaders, Winter 1999. Below are some quotes from the article, which addressed the nature and significance of public speaking for college presidents:

*At times, we are asked merely to inform; at others, to rally support; and still others, to inspire and invite success from students, faculty, and staff.*

*Our personal style of speech and leadership must always be in the service to the overall mission of the institution.*

*The president’s role as effective spokesperson requires that he or she engage the audience with passion. We must be optimists in speaking, unafraid to risk striking the inspirational note.*

*We must be activists and ethicists, confident in promoting the core value of our educational mission: after all, isn’t the life of the educator at its best an ethical life?*



## **MEMBERSHIP MATTERS**

*Harvey and Mary Lynn Smith, 198 Cottage Rd., Colton, NY 13625, co-chairs for membership, are busy sending renewal notices to members each month. We appreciate the work that Mary Lynn and Harvey are doing with membership. Harvey and Mary Lynn also were co-directors of the leadership institute in Ottawa, Canada in October 1999. They reported income from*

*the conference to be \$7,000.00 These funds will help the Alliance sponsor the upcoming conference and continue the many projects that are underway. Thanks again Harvey and Mary Lynne.*

### **Founding Member of the Alliance Works for World Peace**

Robert E. "Buzz" Lee, 1617 Hendersonville Rd., #1302, Asheville, NC 28803, is a founding member of the International Alliance for Invitational Education. Buzz has been retired for several years, but being 80 years old does not seem to slow him down at all. Many of us may not know of his other interests, which include a passion for peace. An Asheville paper recently wrote a story about his efforts to help create world peace. Buzz established the Grace Lee Peace Fund in honor of his mother, which gives recognition to local peacemakers. He participated in a protest of nuclear weapons as a member of SANE (The committee for a Sane Nuclear Policy). The newspaper article, written by Katy Hillenmeyer, reported that he spent two weeks on A Volga River "peace cruise" to help repair Cold War rifts between Russians and Americans. During the 2000 New Year he participated in a 24-hour prayer vigil at Asheville's Jubilee Community Church. The prayer vigil is a part of his work with the global, interfaith United Religions Initiative. Lee was quoted in the newspaper article, "Our best hope for peace in the next years will be furthered by united religions." According to Buzz, the united religions group will charter in San Francisco or Pittsburgh in June, 2000. He believes that "there can be no peace among religions without dialogue between religions."

Before Buzz retired, he taught at the University of Florida, The University of West Florida and the Women's College of Georgia. He has also been an administrator. After his retirement, Buzz founded the Blue Ridge Toastmasters Club in Asheville in 1990 and the Asheville Croquet Club the following year. He also helped raise money for a municipal croquet court in Black Mountain, North Carolina. Buzz has played in 115 croquet tournaments throughout the nation.

## **MEMBER NEWS**

**Lundee Amos**, Director of Faculty and Staff Development, Guilford Technical Community College, Greensboro, NC, has been awarded the designation of certified healing touch practitioner. Lundee received her certification at the recent Healing Touch International Conference in Hawaii.

**Lane Anderson**, Chair of the IAIE Inviting School Award Program, was named the 1999-2000 Wachovia Principal of the Year in Guilford County. The award is voted on by principals, assistant principals and teachers in the Guilford County School System. Lane, called "Dr. A" by his students, is principal of Sedalia Elementary School. Anderson was cited for his efforts to treat students with respect and dignity and his leadership system that encourages everyone in the school to have a sense of ownership in the school. As an administrator he downplays hierarchical structure and emphasizes teamwork. Anderson is available and accessible to teachers, staff, students, and parents.

**Kate Asbill**, a New Mexico leader of the Alliance, reports that she is holding two Invitational Living Retreats this spring. She has conducted 17 retreats as of this year.

**Tom Carr**, PO Box 344, Hillsborough, NC 27278, a school counselor, has written a new book, "131 Creative Strategies for Reaching Children with Anger Problems." The book is a practical resource of approaches and activities for helping chronically angry children (K-8). The book is published by Youthlight, Inc., PO Box 115, Chapin, SC 29036. 1-800-209-9774.

**Judy Engel**, SQS Worldwide, 4329 Byron Avenue, Bronx, NY 10466, presented a SQS workshop in the Fall for NCTM in Pittsburgh.

**Kent Mann**, Principal, Grand Island High School, 2124 Grand Island, Grand Island, NE 68803 gave a workshop for the Kentucky State IAIE in December 1999. Sixty-five participants attended Mann's workshop, which was rated very highly by those who attended.

Hong Kong apparently survived the visit of **John Novak** and **William Purkey** in December 1999. John and William gave a series of talks over the course of a week to the Student Guidance Section of the Education Department in Hong Kong. The feedback they received from the Education Department was very favorable. John and William discussed the foundations of invitational education and its application.

**Patsy Paxton's** new address is 714A Mt Eden Rd., Mt Eden, Auckland, 1020, New Zealand.

**Jack Schmidt**, are the proud new grandparents of "Evelyn Marie Bergquist," who was born to their daughter, Dawn, in November. Jack was recently named "Distinguished Professor" for the 1990-2000 school year in the School of Education at Eastern Carolina University, in Greenville, NC. This is the third year for the award, which is faculty nominated. A banquet was hosted by the School of Education to honor the Jack's professional accomplishments. Jack was recognized for his leadership in the counseling profession, his numerous research awards, and publications. Congratulations Jack.

**Tom Sexton**, 245 Tulpehocken Ave., Elkins Park, PA 19027, presented several workshops in his school district. The most recent workshop was "Characteristics of Highly Successful Teachers." Tom reports that the sessions received very positive feedback from attendees.

**William Shipp** Principal of Westover High School in Fayetteville, NC, has announced that he will retire after the next school year. Shipp has been principal of Westover since 1977 and has recently implemented the invitational model in his school. Shipp has been in education for 36 years.

**Harvey Smith**, 198 Cottage Rd., Colton, NY 13625, gave a presentation to 200 native Canadian educators in Moosonee, Ontario, which is at the base of James Bay. He wrote the Alliance that the "last leg of my journey had me in a taxi driving over frozen lakes and rivers. There were more ski mobiles than cars in the town.

**Paula Stanley**, PO Box 6994, Radford University, Radford, VA, 24141, presented a program at the American Counseling Association in Washington, DC in March, entitled, "The Self and Psychotherapy." She also presented a program at the Virginia Educational Research Association, entitled, "Self Talk First Year Counselors Report in Reference to Role as Group Leader." She co-presented this paper with two graduate students who assisted her with the research project.

**Pamela J. Sylvara**, Principal of Gotsch Intermediate School, 8348 South Laclade Station Road, St. Louis, MO 63123, has announced that she will retire after the completion of this school year! Pamela has been an active member and supportive of the Alliance. Her school received the Inviting School Award a few years ago. Pamela plans to move back to her hometown of Kirksville, Missouri where she will be closer to her children, grandchildren, and parents. She has worked in education for 30 years, 14 as a teacher and 16 as Gotsch principal. Pamela has shared her extensive school newsletter, "Principally Speaking" with the Alliance for years. We have been fortunate to use of her items for the **FORUM**.



## LOST MEMBERS

Our last address for the following members indicates that they have moved. If you know how we may contact them, please let us know.

Audrey Bissett  
704-200 Denistown St.  
Welland, Ontario,  
Canada LC3 7E5

Gina Scalzo-Zsebedics  
101 Morgnec Rd (H-304)  
Chestertown, MD 21620

Hope Hines  
1304 Seaton Rd, Apt 31  
Durham, NC 27713

R. S. Adams  
Massey University  
Palmerston North, New Zealand

### 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, 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.

The International Alliance for Invitational Education  
Dept. of Counseling and Educational Development  
c./o School of Education, PO Box 26171  
The University of North Carolina at Greensboro  
Greensboro, NC 27402