

The International Alliance for Invitational Education

FORUM

International Alliance for Invitational Education
School of Education
P0 Box 26171
The University of North Carolina at Greensboro
Greensboro, NC 27402

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EDITOR'S COMMENTS... Invitational education seems more important today than ever before. Living as we do in an uncivil society and world, invitational education is a reminder that there are alternatives to incivility. It seems to me that invitational education is really about how to create communities within which each person is valued and recognized for his or her strengths and helped to improve on weaknesses. Interpersonal communication is valued and efforts are made to improve its effectiveness. There are efforts to discourage the usual stereotypes we have of people based on gender, race, disability and age. Efforts are made to create communities (whether it be school, college or business) that reduce barriers to success and achievement. People are encouraged to be kind and decent to each other. Opportunities are available for all concerned. Recognition is given to those who achieve success. Recognition is also given to those who have made progress toward personal, professional, and academic goals. Many might say that invitational education is common sense and that we don't need a theory to implement more healthy school climates or environments. Unfortunately, common sense understandings don't seem to be any more easily implemented than all of the other theories we have. How many times have you walked into a school and heard students put down other students without any repercussions? How many times have you seen teachers treat students or a student with a lack of respect and human dignity? How uncommon is it to hear teachers treat other teachers with incivility? The same question can be asked of staff relations.

Why is it so hard for many of us to live and work together in a supportive, caring, and encouraging environment? How many people do you know who perform below their level of ability to fit in, to avoid rocking the boat, or to gain or retain the approval of others. I saw the movie, "Finding Forrester" recently and it illustrated this point pretty well. A young African-American male was performing way below his abilities to retain the approval of his friends. After moving to a new school, he was accused of plagiarism. His high school teacher could not believe an African-American basketball player could write a paper of the quality he submitted. This kind of situation is probably more common than we think. Are we creating climates where people have the support to help realize their potential? Recently I read some statistics from the U. S. Department of Education about reasons students drop out of school. The U. S. Department of Education, National Center for Education Statistics found that students dropped out for the following reasons: 51.2% did not like school; 39.9 were failing school, and 35% could not get along with teachers. There are, of course, many factors that determine student success or failure in school. Teachers, administrators and counselors cannot by themselves create student learning. Research shows that students whose parents help and/or show an interest in their school work make higher grades in school. What teachers and others in schools can do is to ensure that they treat students with dignity and try to understand a student's situation.

I recently heard a principal say that her teachers were complaining that some students had an attitude. She told them that if they had been through what the child had or lived the life of that child, they would probably have an attitude as well. As we all know, students live in poverty, in chaotic families, are verbally, emotionally, and physically abused. It amazes me that these students even make it to school and that they can attend to any class. Perhaps we can create school families that reach out to students and their families if need be, to work together to create better lives for "our" children. In doing so, perhaps we will create a healthier group of adults who are more secure about themselves, who are interpersonally skilled, who feel valued for the unique people they are, and have the skills to make a decent living for themselves and their families. Perhaps these adults would be more likely to treat others with dignity and compassion. Can one ever be compassionate without ever having been the receiver of it?

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IAIE World Conference Review

The IAIE World Conference in Greensboro, NC in October 2000 was a great success. The conference, held at the Airport Marriott in Greensboro, NC, featured several general speakers, including Zacharie Clements, William Purkey, Betty Siegel, John Novak, and William Moore. After each speaker had presented, another speaker responded to the content of the presentation. Evaluations indicate that participants valued what the major presenters had to offer. In addition to the general speakers, there were many workshops presented each day of the conference. The conference, co-sponsored by the Guilford County Schools, featured tasty lunches, enjoyable entertainment and elegant receptions. The conference included meals and a tour and reception of the Greensboro Historical Museum and The Children's Museum. I particularly enjoyed the banjo music at the Historical Museum.

Individuals from 27 states and several foreign countries were in attendance. A six person delegation from Hong Kong attended the conference and presented an interesting presentation on Hong Kong schools. Individuals from New Zealand, South Africa, Canada, and Bermuda also attended.

Some major themes of the session were to be persistent in our efforts to make schools and other organizations more humane and civil. Humor helps deal with our frustrations and setbacks. There was a warm and encouraging atmosphere at the conference...an inviting community. I don't know about you, but I always come back from conferences feeling renewed and ready to take on the world again.

Don't miss our 2001 Leadership Conference and our 2002 World Conference!

What is Invitational Education?

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

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

*I can live for days on one invitation
and I will walk miles to deliver one.*

William Purkey

The 2001 INVITATIONAL EDUCATION INSTITUTE
Omaha, Nebraska
September 27-29, 2001

On September 27-29, 2001, the International Alliance for Invitational Education will present a unique and dynamic institute designed to provide in-depth training in Invitational Leadership for those who are already, or who desire to be, leaders and consultants in Invitational Education.

This year's Institute dates will be from noon on Thursday, September 27, 2001, until 6:00 p.m. on Saturday, September 29, 2001. This spectacular meeting will be held in Omaha, Nebraska at the Doubletree Hotel. Our site is Omaha's most recently remodeled convention center located just 5 blocks from the historic Hay Market, a virtual storehouse of shops, restaurants, and entertainment

Co-founders of Invitational Education, Dr. Betty Siegel and Dr. William Purkey are scheduled to join in the institute with other experienced invitational education leaders from across the country. Program topics will include:

- Creating inviting schools
- Understanding the philosophy of invitational leadership
- Planning effective workshops and meaningful programs
- Discussing the future focus of invitational education
- Providing invitational leadership in disinviting settings

The Leadership Institute registration is limited to the first sixty people who submit \$225.00. Send your registration fee to Kent Mann at the address below.

Kent Mann
2124 North Lafayette St.
Grand Island, NE 68885
Phone: (308) 385-5950
FAX: (308) 385-5966

Lodging at the DoubleTree Hotel is \$99 single and \$189 double. (Please ask for special TATE RATE.) DoubleTree Hotel offers complimentary transportation to and from Eppley Airfield just four miles away. The shuttle runs every half-hour from 5:00 a.m. until midnight. Hotel reservations can be made at the DoubleTree Hotel at the following address.

See you there! Doubletree Hotel
1615 Dodge St., Omaha, NE 68182
Phone: (482) 546-7688
FAX: 482-346-5722

Feature Articles

The following articles present different perspectives about schools and people who work in those schools. The themes they present include the importance of taking good care of ourselves, the importance of the school climate, the need for more teachers of color in schools, and the importance Maslow 's Hierarchy of Needs in the school environment

Why do Many Educators Experience Feelings of Failure? Or the Good Shepherd Syndrome?

By Dr. Zacharie Clements

Although most educators are successful with the overwhelming majority of their students, they will cringe with guilt when a critic points up a single instance of failure. The slightest inference that we are not reaching 100% of our students evokes feelings of failure and self-doubt. In this way, the relatively few students who fail seem to cancel out our right to feel pride and fulfillment. How can this focus on the negative be explained? Recall the Bible story teaching that the truly good shepherd can never be at peace until every sheep in the flock is safe; even one sheep lost from the fold must be found and brought to safety, no matter how violent the storm. When applied to education, this phenomenon is called The Good Shepherd Syndrome.

The Good Shepherd Syndrome is the principle drummed into every education major from the first introductory course throughout their undergraduate training. The principle is presented with increasing intensity in each course, reaching a crescendo in the methods/student teaching experience. A potential teaching candidate who claims, "Some students are bound to fail and cannot cast shadows on my success as an educator" will not get the job. The message most of us hear over and over until it becomes truth is, "Don't tell us what you have accomplished, you should be ashamed of your failures!" The Good Shepherd Syndrome negatively colors our performance no matter how successful we may be. We all know that sometimes, no matter how diligent our efforts, a student will fail. This failure is cause enough to minutely examine the student's background, attitude, effort and performance in the hope of uncovering a clue as to what went wrong. In addition, a thorough investigation of teaching methods, materials and instructional procedures must be performed to determine why this student did not succeed. Every true professional educator will do these things. An uncaring teacher will dismiss the student's failure by blaming the student for "not getting" what was taught. (This teacher is unaffected by the Good Shepherd Syndrome. A sheep in his/her flock becomes lost at his own peril!) Only those who teach with their hearts as well as their intellect are victimized by the syndrome.

Awareness of the existence of this syndrome should lessen its effect; but the dedicated, committed educator who brings love and caring to his/her students can find little solace in explaining a student's failure to succeed. Nonetheless, recognizing the Good Shepherd Syndrome can be beneficial. It reminds us when searching for complex answers to achieving 100% student success, that we must make a conscious effort to appreciate our own successes as we mourn our losses. Failure to do so will sow the seeds of discontent, self-depreciation, and ultimately apathy. The inability to dispel even a small measure of the gloom of failure will cause it to accumulate until it robs us of career satisfaction at the time of retirement. Imagine the empty feeling of looking back on life, focusing only on one's failure and forgetting the successes.

In order to avoid these fates, we must learn to keep the Good Shepherd Syndrome in perspective. While it is important to lament our failure and try to avoid them and learn from them, we must also embrace our successes, which have at least as much to offer. Doing so can make the Good Shepherd a better educator and equally important, a better human being.

Dr. Zach Clements was a keynoter at our IAJE World 2000 Conference held in October, 2000. Dr. Clements can be reached at (802) 865-7824. Email: zachclem@aol.com

*If the only tool you have is a hammer,
you tend to see every problem as a nail.*

Abraham Maslow

The Coming Revolution in American Education: Creating inviting Schools

by William W. Purkey (This editorial is reprinted from the Journal of Values Realization.(2000)

The past two decades (1980-2000) will surely go down as one of the most joyless and mean-spirited periods in American public education. Seldom, if ever, have schools and the people who live and work there received such ruthless condemnation. Schools are called sorry failures, teachers are pictured as incompetent, and students are viewed as dangerous adversaries.

In response to relentless and largely unfounded criticism, American educators have rallied around the banner of “exceeding,” “excelling,” and “surpassing.” Even the most progressive and socially aware educational groups and journals have bowed to these gods. Yet, after two decades of exceeding, excelling, and surpassing, the schools remain largely the same and the criticism continues unabated.

Thus, there is an approaching revolution in American education. This revolution is propelled by the growing realization that an educational system based on exceeding, excelling, and surpassing is neither appropriate nor adequate for the new millennium.

There is growing awareness that education is not about normal distributions, standardized test scores, labeling and grouping of students, ruthless competition, and certainly about “being number one.” The revolution is underway because growing numbers of people realize that education is about inviting every single person who enters a school to realize his or her relatively boundless potential in all areas of worthwhile human endeavor. It is concerned with the process of developing caring, decent, and productive human beings.

Fortunately there are forces, like The Values Realization Institute and Values Realization Journal that are working hard to establish the intrinsic worth of values in human society. It seems we are kindred spirits, working to create a world in which each person is seen as able, valuable, and capable of self-direction.

Among the leaders of the coming revolution are Nel Noddings, who writes about the value of caring in the schools, Martin Haberman, who emphasizes the value of gentle teaching, and ourselves, with “Invitational Teaching” (Purkey & Novak, 1996).

Invitational Education is at the forefront of the current revolutionary movement because it maintains that a democratic society is ethically committed to seeing all people as able, valuable, and responsible; to valuing cooperation and collaboration; to viewing process as product in the making; and to defining education as an imaginative act of hope. It is a process for addressing the total educational

environment, including the five powerful “P’s” that make up any culture: People, Places, Policies, Programs, and Processes. Working together, these five P’s can create an environment where everyone is cordially summoned to realize his or her potential Human potential, though not always evident, is always there, waiting to be discovered and invited forth.

*See problems as holes in the ground.
You can dig deeper,
Or you can break new ground*

Anonymous

Is there Really A “Need” for African American Teachers In Our Nation’s Public schools?

by Oris T. Griffin-Howie, James Madison University

“Teachers Wanted! UNCLE SAM NEEDS YOU! We will assist you in obtaining the licensure you need. We will guarantee you a job if you will come to our state and teach. If you will teach in our district for five years we will forgive your school loan.” “We will pay your relocation fee.” “If you are about to retire at a military base and are looking for a second career, consider teaching”. “If you are looking for a change from corporate America, take a look at the rewards of being a school teacher”. In these times, teachers are in great demand.

Why is everyone talking about the need for teachers of color? We read the headline story-stating that “our nation is at risk”, and that “African American Teachers are an endangered species.” Then we are bombarded by school districts across the country luring, pleading or in some cases, begging African-America teachers to consider teaching. Some states have even gone as far as offering financial incentives that beginning teachers cannot turn down.

Yes. The teacher shortage is real. Is the African American teacher shortage real? Is having more African American teachers in the classroom a need or is it a wish? Why do we need teachers of color? Do African American children need teachers who are African American? Is it possible that Caucasian teachers help African American children learn too? Can African American children learn from a good teacher regardless of race? Do African American teachers hold the key to educating children of color?

During the spring semester of 1999 I was granted an academic leave in order to survey teachers and other professional educators in Virginia. My research question was: “African American Teachers Across the State of Virginia: Why Do They Stay?” I was determined to find the secret to being an African American educator. First I wanted to know why they went into education and then sought to learn what enabled them to stay. My interest in these questions was to develop recruitment and retention strategies for African American students in the School of Education at James Madison University. We need to know what motivates African American teachers and why they stay in the profession.

I believe - and now believe all the more-that we need more African American teachers or teachers of color in our nation’s classrooms. I feel that in order for African American children to excel and to know and feel that they can be anything they want to be, they need to have contact with African American teachers who model that success. The research helped me to realize that there were other educators out there who felt that African America children needed African American teachers. I need to communicate that unless African American children are taught at some point by an African American teacher they will not realize their potential, and that they may obtain a true sense of what they can become.

Further, unless African American children come into contact with African American teachers, how will they ever know at an early age that they have the same experiences and opportunities available to

them? Ideally, and rightly so, all children, including African American children, need to know that their people are, among other top professions, such as CEO's or presidents, superintendents, teachers, lawyers, ministers, doctors, dentists, judges, or principals.

It was my senior year in high school before I ever met an African American dentist. I met my first African American medical doctor while I was a graduate student in Michigan. The absence of African Americans in those professions didn't occur to me until I saw one in the profession. Is this lack of professional diversity a limiting factor in the futures of African American children? Is exposure to diverse people and/or experiences the key to diversity in career options for children, and/or for African American children, is having an African American teacher the key?

The answer to these questions is a resounding yes. African American children need African American teachers. But the answer doesn't stop there. African American children need Caucasian teachers. They need male teachers and they need teachers from diverse backgrounds. African American children need teachers with diverse experiences but most importantly African American children need teachers who care about them, and who will expose them to broader experiences. They need teachers who want to see them excel and who can discipline them in caring and appropriate ways. African American children need African American role models. As I talked with school principals, superintendents and teachers I felt a keen sense of identity. I felt proud that I knew black principals and a black superintendent (the first one I ever met). Again, it never dawned on me that I didn't know an African American Superintendent until I met one. Why is this even important? Do African American children need these same experiences?

The thought of knowing professionals who look like me may, in some cases, establish a sense of identity or a sense of security. I may even begin to trust the system more. I have two sisters who are teachers. One in Kannapolis, North Carolina in a public middle school, the other is a middle school teacher in Brooklyn, NY in a predominantly African American Lutheran School. I have had an opportunity to observe them both at work. In both places, they are admired. However, this was most evident in the school where my sister in NC teaches. I attribute this to the fact that there are only four African American teachers out of a total of 100 teachers. African American students tend to gravitate to her. One reason, I'm sure she would like to believe, is because she is a good teacher who cares about her students. Other reasons may be, to know a black teacher is a big deal with students and parents or, African American students in her school may want to identify with her because she is African American.

On the other hand, my sister in NY teaches at a predominantly African American school where all of the teachers are African American or West Indies. The students have, for the most part, attended the school from the time they were in preschool up to the present; therefore, they have only known teachers of color. Their enthusiasm or lack of enthusiasm of having a teacher of color is not as evident. In both cases I know that these two individuals in two different educational settings care about their students regardless of color. And in both cases students and parents care about them as teachers and support them as well. Does novelty, being a minority in a predominately white school, draw African American children to my sister in ways that are unnecessary in the predominately African American setting?

What is it that African American teachers do anyway? What leads us to believe that they are doing anything differently? It appears to me that the mere presence of African American teachers instills a connection with African American children. The connection between the African American teacher and the African American child may be that of the teacher's connection to the child and parents, through the church and/or through the community. The connection may be a stronger cultural understanding where the connection may be that the African American teacher might be a first generation college graduate and he/she has made a commitment to give back to the community. In the worse case scenario, if these connections are not established, we know that the child has an African American role model in front of the classroom.

What is it that Caucasian teachers are doing or not doing? They, of course, cannot be African American to African American children. In some cases what we expect Caucasian teachers to do is to go

beyond the call of duty. Given current situations with discipline in schools, Virginia's Standards of Learning (SOL's) and trails and trails of paper work, we may expect too much of all teachers. Are we expecting them to be role models to all children including those who may have different cultural beliefs? Are we expecting African American children to expect more from Caucasian teachers who may have no idea of the cultural values or the beliefs of the African American child? Maybe all we should expect from the Caucasian teacher is that he/she teaches the curriculum and treat the African American child with the same caring attitude provided for other children in the classroom and leave the role modeling to parents and to members of the community. Is this enough for the African America child? There are so many unanswered questions. The questions I leave with you are, "Do we want African American teachers for our African American students based solely on their race?" "Do we want teachers for our African American children to care about them and to want to see that they have experiences and opportunities that will benefit them for a lifetime?" "Are we over exaggerating the issue regarding the need of African American teachers? I don't think we are over exaggerating this need for teachers of color to teach students of color; however, continuing to pursue the answers to these questions helps us address what is in the best interest of all school children.

Dr. Uris T. Griffin-Howie is an Associate Professor at James Madison University in Harrisonburg, VA.

*"The secret of education lies in
respecting the pupil*

Ralph Waldo Emerson

Maslow's Hierarchy Related to Local School Setting

by Sylvia Almond

According to psychologist Abraham Maslow, all people have five needs. Depicted as a pyramid Maslow's Hierarchy of Needs includes physiological, safety, belonging, self-esteem, and self-actualization.

The Hierarchy relates to teachers and administrators just as much as it does to all other human beings in the universe. Physiological needs which include shelter, food, and climate control are the most basic of all. Air conditioning and heat must work; mildewed carpets must be renewed; leaks must be repaired; invasions of ants and termites must be exterminated, and teachers must be given time to "put their house" in order to adequately serve their students. Until central office staff and

- principals make sure that all physiological needs are met for a classroom, it is useless to expect teachers to adequately move up the hierarchy of needs for students.

Only after physiological needs of a school are met do teachers and principals move to step two on the hierarch which focuses on safety. If students are scared of lightning and pelting rain on trailer roofs no learning will take place. If children fear that they could be kidnapped on the school campus, they won't concentrate on academics. Until children feel safe to ask questions and make mistakes, they won't learn. Likewise, not until teachers and principals feel safe to express ideas and give input will they perform well.

The third tier of Maslow's Hierarchy is the need for belonging. Good schools have always made an effort to make students feel welcome, to include all children in activities and learning opportunities. A need for belonging applies to teachers and principals as well. Only when people's personal needs are

being met will they work to accomplish the organization's goals. Until teachers and administrators have a chance to dialogue about the needs of their own schools, there is no feeling of belonging, no chance to feel a part of the educational community. As long as "the superiors" decide what is needed for all schools regardless of individual needs and proceed to fix all of them with the same "cure," little progress will be made in improving instruction.

The fourth need in Maslow's Hierarchy is the need for self-esteem which can be met through achievement and mastery in an area or through recognition and respect from others. In order for teachers and school administrators to function at their highest level of potential they need to be recognized for their accomplishments and given opportunities to share their expertise with peers.

Once the need for self-esteem has been met, individuals may then pursue their own unique talents. At the level of self-actualization, the fifth and last step of Maslow's Hierarchy, people are allowed to do what they do best. Painters paint, authors write, engineers design, teachers teach; administrators coordinate the instructional program. But only when the first four needs of Maslow's hierarchy have been met can anyone, including teachers and administrators perform to their optimal potential.

Sylvia Almond, a very long marcher in Invitational Education, retired from the Shelby County School system as principal of Valley Elementary School. Valley Elementary received the Inviting School Award in 1989. For more information contact Sylvia at 5300 Meadow Brook Rd., Birmingham, AL 35242.

Ideas to Consider

Cameron Park Elementary

Tom Carr, school counselor at Cameron Park Elementary School in Hillsborough, North Carolina, implemented the "6 C's of Conflict Resolution" in the school last year. The program was recently highlighted in The Chapel Hill Herald. The program provides students with the skills to deal with their anger and to interact more effectively with others even if there is a disagreement in viewpoint. Tom Carr states in the article that we could do a better job of teaching students the basic skills of getting along with each other. It is a neglect aspect of the curriculum.

The "6 C's" are: concern (determining if there is really something to be concerned about), confer (sharing your concern with the other person in a calm and respectful way), consult (additional assertive tone when stating one's concern about the other's behavior), confront (discuss your concern with person and consequences that could occur if the behavior continues), combat (if the conflict continues, then the consequences will be applied), and conciliate (trying to restore friendship or relationship).

Carr, who is the author of several books, including "Children With Anger Problems," taught the "6 C's" to all third, fourth, and fifth-graders in the classroom. Students who successfully completed the training received bright yellow credit-card cards that listed the "6 C's" along with a student belief statement developed by the students. About 500 cards were distributed to students. After the initial training, 20 students were recruited for more intense training to prepare them to serve as conflict managers. Conflict managers are expected to demonstrate what they have learned in all their interactions with others in the school to continue as conflict managers.

Data collected at the school indicates that the program may be working. Student visits to a time-out room have decreased from 1,202 to 788 in one year. Average number of visits per day decreased from 7.5 to 5.4. There was also a drop in suspension rates, from 33 two years ago to 20 last year.

For more information about his program,, contact Tom Carr, PO Box 344, Hillsborough,NC 27278.

Sign in Church Parking Lot:

“Welcome.”

*Parking for Members, Visitors and Friends
All Others will be Towed.*

Hong Kong Educators Visit U. S. Schools

Seven Hong Kong educators visited Woodford Schools in Versailles, Kentucky during October 2000. The educators from Hong Kong were in the United States to attend the International Alliance for Invitational Education World 2000 conference. The Woodford Sun newspaper wrote an extensive article on the visit. Hong Kong and Woodford School educators shared ideas about education in their respective countries. The Hong Kong educators, including Lee Chi-Ming, Chan So-Ming, Peter Wong, Pauline Miu, and Lillian Chan wanted to learn as much about American public education as possible. The Hong Kong educators noted that, although the two countries do things a little differently, they both have high expectations. Peter Wong noted that classrooms in the Woodford schools are larger than in Hong Kong. Classrooms in Hong Kong house 42 students according to Lillian Chan. The Hong Kong educators visited several schools in the United States to observe how invitational education was being implemented in the schools. They are trying to implement invitational education in their culture. One Hong Kong school, Homantin Government Secondary School, received the Inviting School Award at the IAIE World 2000 Conference.

The Mt. Sterling Advocate newspaper, in Mt Sterling, Kentucky, featured an article on a visit by the seven member Hong Kong delegation to the United States. Peter Wong and his colleagues also visited Mt. Sterling Elementary School which received the Inviting School Award at the 2000 IAIE conference in Greensboro. The Hong Kong delegates were impressed with the school's accelerated reading program and the community support of education.

Sticks and stone can break my bones, but words can break my heart.

Robert Fuighum

Strategic Instruction Model and Invitational Education

John Jacobs, Alliance member and his colleague, Vlacía Campbell recently wrote an article in the Strategram, the newsletter for the University of Kansas Center for Research on Learning. In the article, the authors blended the strategic instruction model (SIM) with invitational education. The specific component of the SIM used was the SCORE Skills.

Jacobs found that when his school district mandated total inclusion for all students who had special needs, his current teaching strategies needed to be modified to some degree. The SCORE skills are to share ideas, compliment others, offer help or encouragement, recommend changes nicely, and exercise self-control. These five components of the SCORE skills were combined with invitational education concepts of respect, trust, optimism and intentionality.

Respect. To show respect for students, the authors (who were also the teachers who implemented this plan) asked students if they wanted to learn SCORE skills rather than make it a requirement. The

students reported that this was the first time they had been asked for their opinion about what they wanted to learn.

Trust. By giving feedback and providing guided practice, by teachers helped students begin to trust themselves, their teacher, and their peers. Feedback was nonjudgmental and the interactions among teacher, student, and peers was a collaborative one. Students began to speak up in class more frequently.

Optimism. Both models emphasize high expectations. High expectations are communicated. SCORE skills seemed to lead to an optimism about learning science. Students learned that there would be adequate support from their teachers to learn the science material.

Intentionality. Collaboration among school staff; teachers, administrators, parents, family and community are important in planning policies, processes, and programs that lead to student growth and learning.

John Jacobs is a Transition Teacher Consultant for the Berks County Intermediate Unit.

*If I can't be an ocean, I'll be a sea,
If I can't be a forest, I'll be a tree,
If can't be a lock, I'll be a key,
If I'm to invite, it's up to me.*

William W. Purkey

A Study of Student Success

Dr. Pat Cullen, Superintendent, Ansley Public Schools, P0 Box 370, 1124 Cameron, Ansley, NE 68814-0370, recently completed a dissertation which studied student success. The following is an abstract of his dissertation:

Cullen, P. W. (1999). An evaluation of selected demographic characteristics of the junior class of the Alliance, Nebraska High School. Unpublished Ed.D. Dissertation, Graduate College of the University of Nebraska.

Dr. Pat Cullen examined the sources of student success among the junior class of students at Alliance High School in Alliance, Nebraska. A major independent variable of the study was the Florida Key Self-Evaluation Survey, a survey developed by William Purkey and colleagues to measure self-concept-as-learner. A sense of belonging is one of the most significant factors related to student success in school. School activities, sponsors taking time to visit with students, and students feeling comfortable participating in class were significantly related to student success in school. Dr. Cullen concluded that developing and maintaining a positive school environment that is inviting to all students is an element in the school improvement process essential for student success.

Membership Matters

Member News

Clayton Arceneaux, 209 Alfred St., Lafayette, LA 70501, suffered a mild stroke on November 10th but he wants everyone to know he is doing very well.

Kate Asbill, PO Box 785, Carlsbad, NM 88221, held an Invitational Leadership Retreat in October. This was her 18th retreat. Way to go Kate!

Maria Elena Beltran, 500 Highland, McAllen, TX 78501, the Texas LATE Coordinator, conducted a workshop on invitational education and wellness for 50 people in her district recently.

Sue Bowen's husband, Bob Bowen, died this past November after suffering a heart attack. The Tri State News featured an article about her husband who was the longtime sports director at WSAZ and who created the "Mighty" in the "Mighty Minford Falcons. Contributions may be made to the Kevin Russell Bowen Memorial Scholarship Fund do Marshall University Foundation Inc., 400 Hal Greer Blvd., Huntington, WV 25755; the Kevin Bowen Memorial Scholarship Fund, South Point Local School, 203 Park Ave., South Point, OH 45680; or the Kevin Bowen Scholarship Fund, First United Methodist Church, Huntington, WV 25701.

David Chapman, 2235 N. 11th St., Terre Haute, IN 47804, our new Inviting School Award Chair, recently made presentations on invitational education at Indiana State University's Fall Educator's Workshop and at the annual Indiana Association of School Principal's Conference.

Carolyn Crippen, a Canadian member, began course work toward her Ph.D. in educational leadership at the University of North Dakota in Grand Forks this year. She continues to give presentations of invitational education, including a presentation in Winnipeg and Manitoba during this past fall.

Jacobus Kok, a professor at Rands University in South Africa, has received a research medal from the Education Association of South Africa for 2000. Kok also gave lectures about Invitational Education in the Netherlands last year. Congratulations Jacobus!

Jim Mahoney, recently worked with the high and junior high staff of the Redford Union Schools in Redford, Michigan. Mahoney presented invitational education within the context of the increased demands of accountability.

Mabel Jean Morrison, 7530 Senterfitt Rd., Laurel Hill, FL 32567, fell and broke her shoulder. Mabel Jean is practically a founding "Mother" of the Alliance. We wish her the best of health and happiness.

William Purkey, Professor of Counselor Education and co-director of IAIE, has received a \$250,000 grant from the federal government to implement invitational education to create more safe schools in Washington, DC. Purkey also has given presentations about invitational education in Columbia and Venezuela this year.

Betty Siegel, President of Kennesaw State University and co-director of TAIE, 1000 Chastain Rd., Kennesaw, GA 30144, was recently selected to receive the 2001 Administrative Leadership Award from the Association for Gerontology in Higher Education. The award recognizes individuals who have made

exceptional efforts in support of gerontology or geriatrics education. Betty was also named as one of the 100 Most Influential Georgians for 2000. This is the fifth time she has been named to this list. 2001 is Betty's 20th anniversary at KSU. She is the first woman to head an institution in the 34-unit University System of Georgia. Congratulations Betty!

Bob Small, recently received the Janet Emig Award presented by the National Council of Teachers of English at their conference in Milwaukee, WI. Bob received the award for his article, "Student Authority," which was published in the English Education Journal. He recently returned to full time teaching at Radford University, after serving as Dean of the College of Education and Human Development for nine years.

Janice Spikes, longtime member of the Alliance, 3901 Snowy Reach, Manhattan, KS 66503, received the 2000 Nurse Volunteer of the Year Award at the Kansas State Nurses Association Convention in Kansas City, KS in October 2000. The award recognized her efforts toward parish nursing and women's health issues. Congratulations Janice!

Paula Stanley, P0 Box 6994, Radford University, Radford, VA 24142, gave a workshop on invitational counseling at a counselors meeting in Rockingham County, Virginia.

Lynette Trent has moved to a new address. Her new address is 12 Rival St., Kareela, NSW, 2232, Australia.

Lost Members

We have the incorrect addresses for the following members:

Regina Watkins	Manuel Reyes
UNA Box 5129	PO Box 920
Florence, AL 35632	San Elizario, TX 79849

*It takes training to teach a skill,
education to teach a craft,
and caring to teach an art.*

William W Purkey

IAIE Special Interest Groups and Affiliates

IAJE 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.

Senior IAIE Active Group

The IAIE Senior Active Group is one of the newest affiliations of IAIE. Members of this affiliate have retired from their official work positions but continue to be active in the Alliance and other pursuits. Members of this group are:

Sylvia Almond, 5300 Meadow Brook Rd., Birmingham, AL 35242
Clayton Arceneaux, 209 Alfred St., Lafayette, LA 70501
Dave Aspy, 1208 Rockwood Dr., Edmond, OK 73013
Mary Rose Baugh, 236 Gordon Hwy, Milledgeville, GA 31061
Sue Bowen, 206 Breckinridge, Versailles, KY 40383
Carolyn Crippen, 310-3275 Pembina Highway South, Winnipeg, Manitoba, Canada R3V 1T7
Michael Fenchel, 23606 Nilan Dr., Novi, MI 48375
Adrianna Francis, 305 Lancaster Ave., Richmond, KY 40475
David Kergaard, 52 Prince St—Camelot, Rehoboth Beach, DE 19971
Melvin Lang, 957 Lunahelu St., Kailua, HI 96734
Robert E. Lee, 1617 Hendersonville Rd., #1302, Asheville, NC 28803
Jim Longstaff, Forest Grove School, 501-115 St. E., Saskatoon, Saskatchewan Canada S7N 2X9
Fain Maag, 514 Huntington Rd., Greenville, SC 29615
John Piper, 225 Larchwood Dr., Bowling Green, OH
Bill Stafford, 1586 Pinewind Dr., Albury, PA 18011
Virgil S. Ward, Manor House, 491 Crestwood Drive, Charlottesville, VA 22903

Book Reviews

The following book reviews are written by retired members of IAIE as a service of the Senior IAIE Active Group. Thanks to Sue Bowen for coordinating this activity.

Radd, Tommie (2000) *Getting from here to there: Education for the new millennium*. Omaha, NE: *Grow With Guidance*. By David Kergaard Rehobeth Beach, DE

Getting from here to there: Education for the new millennium is a look at our current school system through the eyes of a guidance counselor. The author does an admirable job in identifying the current state of education in our schools today. She quickly identifies today's school concerns such as abusive behavior, school safety, street destructive behavior, eating disorders, suicide, and many other situations that make up our schools new curriculum.

I particularly liked her chapter on "What Success Looks Like." This closely parallels much of our thinking on "Invitational Education" and how it plays an important role in our schools.

The author mentions "Invitational Education" in her book, but only in a limited sense. I was hoping to find more examples of "Invitational Education," but I did not. In Chapter Six, the author briefly addresses school climate. Dr. Radd writes, "The climate of the school district, school building, and classroom play a significant role in the success of learning, the change process and success possibilities for all students." Those people involved in "Invitational Education" know how true that statement is. I also liked the author's reference in Chapter Six to a democratic classroom in which all students are accountable and responsible in order to learn in a safe environment.

The book is really geared to the counselor in the schools. She does a fine job in identifying and developing a comprehensive developmental classroom group guidance system model. I do not think the everyday classroom teacher can benefit from this book as much as a guidance counselor will.

All in all, the book is easy to read and certainly identifies a number of the needs and concerns that face the schools in the new millennium. I personally feel that a school guidance counselor could benefit from Dr. Radd's expertise. In a school without a guidance counselor, this book may offer some insight and tips for the school administration and teaching staff. The author's experience in counseling is obvious throughout the book.

Thomas, Dorothy J., (2000). *Yes, Parenting is fun!* Pennsylvania: Dorrance Publishing. By Adrianna Hayes Francis, Ed.D., Professor Emeritus, Eastern Kentucky University.

Yes, Parenting is Fun! Is written in a conversational style and relates many personal experiences to illustrate strategies used by Dr. Thomas while rearing her two children. The importance of the roles of parents in monitoring daily activities, establishing positive expectations and encouraging the problem solving skills of their children are reoccurring themes of the book. Like Robert Coles, she maintains that parental behavior sets the parameters for their children's moral development.

Situations in today's society that contribute to a lack of parenting fun were noticeably missing in this book. Children often live in single parent, blended and foster families. While the reoccurring themes of the book can be applied to these situations, they offer a different perspective to parenting that could be addressed. Additionally, parents whose children have learning difficulties or behavior problems might benefit from some specific strategies that would enhance the quality of their home life.

The test of a first-rate intelligence is the ability to hold two opposed ideas in the mind at the same time.

F. Scott Fitzgerald

2000-2002 IAIE State/Country Coordinators

The following state/country coordinators can be contacted as indicated below. Please contact the coordinator for your state or country about ideas you have for making meaningful connections in your area. If your state, province or country is not represented, please contact Sue Bowen, Special Projects Coordinator, at (859) 873-0985 or email: csbowen@aol.com

ALABAMA Sylvia Almond, 5300 Meadow Brook Rd., Birmingham, AL 35242, 205-991-0714 Email: cbaImond@bellsouth.net (Retired Principal).

ARKANSAS Evelyn Cash, 9410 Hwy. 35 North, Rison, AR 71665. 870-325-7242.
Email: ecash@shs.ar.sc.k12.ar.us (Counselor)

ARIZONA Barbara Lovejoy, 854 Elm Ave., Salt Lake City, UT 84106. Email: 801-466-1117 Email: horizons@uswest.net (Elementary Teacher)

CALIFORNIA Luis R. Valentino, 3600 N. Cazador St., Los Angeles, CA 90065. 213-248-7408.
Email: Ivalvalenti@smp.gseis.ucla.edu (Professor)

COLORADO Charles V. Branch, 3005 So. Xeric Court, Denver, CO 80231. 303-751 -3940. Email: branche@mscd.edu (Professor)

CONNECTICUT New England Coordinator Gregory Bartlett, 35 Union St., Brunswick, ME 04011. 207-729-4148. Email: gbartlet@col.k12.me.us (Assist. Superintendent)

DELAWARE Tina Huff, 945 Forest St., Dover, DE 19904. 302-672-1951.
Email: ehuff@capital.k12.de.us (Assist. Superintendent)

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Email: mlang@hawaii.edu

IDAHO Dewane Wren, 270 E. Bridge, Blackfoot, ID 83221. 208-785-8800. Email: wrend@55.k12.id.us (Superintendent)

ILLINOIS Linda Andres, 829 Meadowview Lane, Columbia, IL 62236. 618-281-5467 Email: eugene@htc.net (Counselor)

INDIANA Charlotte Reed, Indiana University, Northwest, 301 Hawthorne Hall, 3400 Broadway, Gary IN 46408. 219-980-6887. Email: creed@iunhaw1.iun.indiana.edu (Teacher Education)

David Chapman, 2235 N. 1st St., Terre Haute, IN 47804. 812-462-4282 Email: dac@vigoco.k12.in.us (High School Principal)

IOWA Jill Helm, 3111 Valley Dr., Sioux City, IA 51104. 712-258-1799. Email: jhelm@acal12.k12.ia.us (Consultant).

KANSAS John Wilson, 2805 Goldenrod Rd., North Newton, KS 67117. 316-284-2577. Email: golfnprof@aol.com (Professor Emeritus)

KENTUCKY Sue Bowen, 206 Breckinridge Lane, Versailles, KY 40383. 859-873-0985. Email: csbowen@aol.com (Consultant)

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MISSISSIPPI Jo Ann Belk, 1000 Hwy North, Meridian, MS 39307. 601-484-0179. Email: jbelk@meridian.msstate.edu (Associate Professor)

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NEW HAMPSHIRE New England Coordinator. Gregory Bartlett, 35 Union St., Brunswick, ME 04011. 207-729-4148. Email: gbartlet@col.k12.me.us (Assist. Superintendent)

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NEW MEXICO Emily Navarette, P0 box 207, 1323 20th, Eunice, NM 88231. 505-394-3086. Email: emilvnavarrete@hotmail.com (Teacher)

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Lana Taylor, Calcium Primary School, 25440 Indian River Dr., Calcium, NY 13616.

NORTH CAROLINA Philip Curtis, 1420 Beat St., Rocky Mt., NC 27803. 252-446-5451. Email: spcurtiss@aol.com (Counselor)

NORTH DAKOTA Cheryl Malia-McCall, 155 Norris Court, Billings, MT 59105. 406-255-3825. Email: mccallc@billings.k12.mt.us (Elementary Principal)

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Email: j.lehr@citadel.edu (Professor & Consultant)

SOUTH DAKOTA Kathleen Van Horn, 3515 W. St. Patrick St., Rapid City, SD
605-347-6544. Email: kathleen.vanhorn@meade.k12.sd.us (Staff Development)

TENNESSEE Cris Cannon, Crieviewood Baptist Church, 908 Kable Circle, Nashville, TN 37211. 615-
832-5968. Email: crisc@crieviewood (Minister)

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CANADA

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Email: rscott@mai1.sd59.bc.ca 250-782-6188

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204-474-8497. Email: C720926~mb.sympatico.ca (Consultant)

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6A5506-548-8467. Email: tulloalj@nbcd.nb.ca (Music Teacher)

NOVA SCOTIA William Bruhm, RR 2 Bridgewater, Nova Scotia, Canada B4V 2W1 902-543-7415. Email: bilteach@fox.nstn.ca (Elementary Teacher)

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Email: dargied@attcanada.net 613-345-0027

SASKATCHEWAN Jim Longstaff, Forest Grove School, 501-115 St. E., Saskatoon, Saskatchewan, Canada S7N 2X9 306-931-0952. Email: longstaff.ja@sk.sympatico.ca

BERMUDA Julia Beach, P0 Box 955, Hamilton, HM DX, Bermuda. 441-236-7963. Email: julia@northrock.com (Director of Adult Education)

HONG KONG Peter Wong, Education Department Rm 1030, 10-F Wu Chung House, 197-221 Queen's Rd., East, Wan Chai, Hong Kong. Email: kaihung-wong1@hotmail.com (Student Guidance)

NEW ZEALAND Patsy Paxton, Auckland Institute of Technology, Private Bag 92006, Auckland, NZ 1020. 649-307-9868. Email: patsy.paxton@ait.ac.nz (Quality Manager)

PORTUGAL AZORES Donna Wilson, DoDDs, PSC 76, Box 609, APO AE 09720.
azoreandonna@aol.com(Teacher)

SOUTH AFRICA Jacobus Kok, Auckland Park, Box 524, Republic of South Africa.
Email: jck@edcur.rau.ac.za (Professor)

We are in need of volunteers to serve the states and provinces listed below. If you would like to serve as an IAIE state/province coordinator, please notify Sue Bowen, IAIE Special Projects Coordinator at email address: csbowen@aol.com

Volunteers needed for Alaska and in Canada: the provinces of Alberta, and British Columbia.

Inviting School Award

We express appreciation to Lane Anderson for his leadership of the Inviting School Award program during the past year. He coordinated a committee that reviewed applications for the award.

New Inviting School Award Chairperson

David Chapman, Principal of West Vigo High School, is the new inviting school award chair. West Vigo High School was received the Inviting School Award in 2000, which attests to David's familiarity with the process. David, also the state co-coordinator for. Indiana has been a leader in Invitational Education for years. Schools wishing to apply for the 2002 award can contact David Chapman at West Vigo High School, 4590 W. Sarah Myers Dr., West Terre Haute, IN 47885.

Schools That Received the Inviting School Award in 2000

15 schools received the Inviting School Award from IAIE during the October 2000 IAIE World Conference. Below are descriptions of these schools written by representative of the award winning schools.

Colorado's Finest Alternative High School, Englewood Public Schools, 2323 W. Baker St., Englewood, CO 80110. Principal: Cher Tufly.

The strength of this academically rigorous program is the nurturing and caring attitudes that permeate the school environment.

Greystone Elementary School, 300 Village St., Hoover, AL 35242. Principal: Marilyn Left.

From our first parent meeting six years ago when we opened this school to today, our focus has remained the same: to be the "Gateway to Success" for all who enter our domain.

Highline Community School, Cherry Creek School District #5, 11000 East Exposition Ave., Aurora, CO 80012. Principal: David Fischer.

"We have high expectations for all children and through a cohesive partnership with our community we will mold the citizens of tomorrow.

Homantin Government Secondary School-Middle and High School, 8 Perth St., Homantin, Kowloon, Hong Kong, Principal: Lilian Chan.

The warm and caring atmosphere has been lingering for ages, and has become a part of the school, making it a breeding ground for children who are given every opportunity to succeed and excel.

Johnson Elementary School, 123 E. 6th St., Lexington, KY 40508. Principal: Patricia Michaux.

Johnson is unique because of our 100+ business and education partners who support us through the Community School That Never Closes Initiative.

Mt. Sterling Elementary School, 6601 Indian Mound Dr., Mt. Sterling, KY 40353. Principal: Leslee Toy.

"Every Child is a Winner Every Day at Mt. Sterling" is the motto and basically epitomizes school philosophy.

Nob Hill Early Childhood Center. 200 Horton Circle, Ruidoso, NM 88345. Principal: Roger Sowder.

It is the aim of the school to provide successful educational and developmental experiences through direct family involvement practices, to instill an interest in and a love for learning, to promote high self-esteem and positive self concept within each child

Northern Elementary School, 3600 Cincinnati Rd., Georgetown, KY 40324. Principal: Melodee Springate.

The mission of Northern Elementary School faculty and staff is to help all students reach their highest level of academic performance and develop their creativity, independent thinking, physical well being and social skills.

Rocky Ridge Elementary School, Hoover City Schools, 2876 Old Rocky Ridge Rdd., Hoover, AL 35243. Principal: Barbara Carpenter.

Student-centeredness makes the programs and processes instructionally effective. Staff and parents work cooperatively in developing and applying policies that ensure a safe learning environment.

Rosemont Elementary School, 1257 Rosemont Rd., Virginia Beach, VA 23456. Principal: William Skaggs.

Our staff works very hard to ensure that all children are treated with respect and dignity by utilizing a variety of student-centered programs.

Shades Mountain Elementary School, Hoover City Schools, 2250 Sumpter St., Hoover, AL 35226. Principal: Juli B. Feitham.

The school's mascot is a lion; it is also the acronym (Learning in Our Neighborhood School) used to describe Shades Mountain's special closeness.

Southern Elementary School, 340 Wilson Downing Rd., Lexington, KY 40517. Principal: June Overton.

When you walk into Southern Elementary School's office, the first thing you see is a banner telling you about the "Inviting Schools" starfish and highlighting the proverb ending in the statement, "It mattered to that one."

West Vigo High School, 4590 W. Sarah Myers Dr., W. Terre Haute, IN 47885. Principal: David Chapman.

Students at West Vigo enjoy the personal attention that is a result of an inviting environment and at the same time are given the opportunity to become involved in numerous student activities.

Westover High School, 277 Bonanza Dr., Fayetteville, NC 28303. Principal: William Shipp.

The atmosphere at Westover is a place full of flavor and wonder. The students and their interests represent the spices of life that rejuvenate and inspire us to teach.

Woodford County Middle School, 101 Maple St., Versailles, KY 40383. Principal: G L Gaby. Assistant Principal: Derek Shouse.

The teachers and staff at Woodford County Middle School recognize the special needs of the children in the middle school years. We continuously strive to make our school a place where students and the community feel welcome.

Inviting School Award Application Process for 2002

David Chapman, Inviting School Award Chair, 4590W. Sarah Myers Dr., W. Terre Haute, IN 47885, has developed the following information for schools that would like to apply for the next inviting school award to be presented at the IAIE Conference October 10-12 in Atlanta, GA.

The purpose of the 2002 Inviting Schools Award is to recognize schools, districts, and universities throughout the world who exhibit the philosophy of invitational education. To be considered for the 2002 Inviting School/District/University Award:

1. The school/district, university submits a written request asking the Awards Chair for further information concerning the Inviting School Award application process.
2. The Awards Chair sends information to the potential nominee concerning the application procedure. The information packet includes:
 - instructions for application
 - the Inviting School Checklist
 - Portfolio Contents Information
 - Other documentation necessary for award application
3. The school/district/university completes the Inviting School Checklist and compiles a portfolio notebook "telling its story." Supportive materials such as student handbooks, newspaper articles, etc. may be included and attached within the notebook. The checklist and portfolio is to be completed by a diverse representative group of students, families, school superintendent, college/university president or designee and returned to the Awards Chair by March 30, 2002.
4. A member of the International Alliance for Invitational Education submits a letter of nomination detailing why the award should be given. This letter is attached to the Inviting School Checklist and portfolio information. Applicants should include this supporting letter with the information submitted to the Awards Chair to be considered for the Inviting School Award by the Awards Committee.
5. Award honorees will be notified by June, 2002. Award recipients are required to have representation at the 2002 World Conference.
6. Presentations will be made at the IAIE World Conference which will be held at Kennesaw State University.
7. Awards will be presented in three categories: school, college/university, district

Please contact David Chapman for more information:

David Chapman
Awards Chair

West Vigo High School, 4590 W. Sarah Myers Dr., Terre Haute, IN 47885
Phone (812) 462-4282 FAX: (812) 462-4090 Email: dac@vigoco.k12.in.us

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, P0 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 (SIG) - URGENT REQUEST

Dear Friend of Invitational Education,

For two decades we have maintained a Special Interest Group (SIG) in the American Educational Research Association (AERA). The purpose of our AERA SIG is to encourage research on Invitational Education. Recently, AERA changed requirements for maintaining a SIG. We must have at least 30 SIG members who are members of AERA and who have submitted their \$10.00 annual SIG dues directly to AERA.

We are in great danger of losing our SIG status unless we have 30 members who have submitted the \$10/00 SIG dues to AERA. If you are a member of AERA please send a \$10.00 check to AERA for SIG #55: Invitational Education. The check must be mailed directly to AERA 1230 17th St., NW, Washington, DC 20036-3078. Should you not be a member of AERA, we hope you know someone who is. Our Alliance will be happy to provide a \$10.00 scholarship to reimburse a new member. Many thanks for your immediate assistance with this request.

Best wishes,

William Watson Purkey
Professor of Counselor Education
Co-Director, IAIE

C: Tommie Radd
IAIE SIG Coordinator 10808 Larimore Ave.
Omaha, NE 68164-2138

Invitational Counseling Professional Interest Network

The Invitational Counseling Professional Interest Network (PIN) continues to be supported by the American School Counselors Association (ASCA). 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@radford.edu

Publications

Will the Custodian Please Go to the Bathroom Next to the Principal's Office?

William Purkey is working on a "light-hearted" book tentatively titled, "Will the Custodian Please Go to the Bathroom Next to the Principal's Office?" The book will be a collection of intercom messages sent from the principal's office. If you have one or more funny favorites from the P.A. system, please share them with Dr. Purkey.

Please send to: William Purkey, P0 Box 26171, School of Education, The University of North Carolina at Greensboro, Greensboro, NC 27402. Email: wwpurkey@uncg.edu

Royalties from “Advancing Invitational Education.”

IAIE received a royalty check for \$91.23 for the sales of the book *Advancing Invitational Education*, edited by John Novak, during the second half of 1999. Thanks John!

What Students Say to Themselves: Internal Dialogue in School Success

Reviewed by James Mahoney, Superintendent, Muskingum Valley Educational Service Center, Zanesville, OH 43701.

Dr. William Purkey, in his newest work, has provided yet another framework for us to see that education can be effective and humane, efficient and caring—all at the same time. This time he adds another dimension to the whole notion of invitational education. Invitational education is a developing theory of practice that encourages policies, programs, and procedures to be implemented that invite the development of students and staff. Purkey’s work adds to invitational education by emphasizing the importance of encouraging positive student self-talk. It addresses the idea that the inner-voice of students - what they say to themselves about themselves, has an impact on what they do in school. It’s not some psycho-babble or simply offering flattery, praise, or other gratuitous compliments. It is about structuring situations that provide for successful student experiences and avoiding the placement of students in situations where failure is likely. The book offers specific suggestions to do just that.

Certainly, in this age of high standards, greater accountability, and increased student testing, Purkey’s promise of optimism is an essential ingredient helping us all meet these higher demands. Indeed, he argues that the biggest challenge in education is not to enhance positive internal dialogue but to reduce self-defeating inner conversations on the part of teachers and students alike. Anyone who knows or has read previous works of William Purkey understand his eternal optimism and the real value he places on program and practices that raise students’ hope, offer promise, and give meaning to their school experiences. This recent work provides another lens for teachers to understand how students behave, includes approaches to create positive “whispering voices” and reiterates building important relationships. His book is the perfect recipe for reminding us all to keep the joy in our classrooms and schools and that this is not inconsistent with improving student achievement.

Journal of Invitational Theory and Practice

Please submit articles for the *Journal of Invitational Theory and Practice*. The journal accepts articles that concern educational, business, and allied mental health fields. We invite articles that deal with teaching, learning, leadership, counseling, administration, and personal growth. Articles submitted should not have been submitted to another journal or have been previously published. Use the 4th Edition of the *Manual of the American Psychological Association* to prepare your article. Articles will be reviewed by members of the journal’s editorial board. Please send your articles to:

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