

Invitational Education is a trend, not a fad. It is more than a program, place, policy, or process. It is a philosophy that addresses the basic question of how human beings relate to each other and subject matter in and around schools.

International Alliance for Invitational Education

Invitational Education
FORUM

The Radford University Center for Invitational Education
College of Education and Human Development
PO Box 7009, Radford University
Radford, VA 24142
Phone: (540) 831-6509 FAX: (540) 831-5059
Email: inviteru@radford.edu

September 2002 Volume 23, No. 2

Table of Contents

Editorial Comments	3
IAIE World Conference	4
Research in Invitational Education	7
“Creating Safe and Successful Schools”	7
Abstracts of Invitational Education Research	8
Featured Article: “Antidote to Bullying” by Rebecca Wolfe	9
Ideas to Consider	11
2003 Invitational Education Leadership Conference	11
2002 Teacher of the Year Invites Students to Learn	12
Purkey and Siegel Publish Book on Invitational Leadership	12
Implementing the College’s Focus on Invitational Education	13
How to Create the Best Meeting Ever	15
Blue and Orange Cards	16
Radford University Center for Invitational Education	17
Membership Matters	17
Where are Our Members? Correction to Last Edition	18
Lost Members	18
State/Province/Country Coordinators	19
New Coordinator for California	20
New Coordinator in China	20
New Kentucky Coordinator	20
Michigan IAIE on the Move	21
Update on Canada Province Coordinators	21
Member Idea—Include IAIE in Your Will	21
Member Focus: Sue Bowen	21
Senior Active Invitational Education Group	22
IAIE Senior Active Members	22
Book Reviews	
Inviting Positive Classroom Discipline by Carolyn Crippen	23
Inviting Educational Leadership by Melvin Lang	24
ASCD-IAIE Interest Network Update	25
IAIE Web Page: " http://www.invitationaleducation.net "	25
American School Counselors Association—Invitational Counseling Interest Network	26
American Educational Research Association—Invitational Education Special Interest Group	26
Publications	26
Staff	28

Editorial Comments.....We recently received a letter from a school that had once received the Inviting School Award. The person who sent the letter said that it was so sad that the school was “no longer an inviting school.” How tragic.

There are over 100 schools in the United States, Canada, and Overseas which have received the Inviting School Award. During the year the schools received the award, they could document that they were indeed inviting schools. What happens to “Inviting Schools” after that first year? In 2002, David Chapman, Awards Chair for the Inviting School Awards Program, conducted a survey of past Inviting School Award winners to find out the answer to this question. We know from prior years that many of the “Inviting Schools” have continued to implement the invitational philosophy, but some have not. Why do schools abandon the invitational approach? Here are some reasons.

A new administrator is hired and is not familiar with invitational education. The new administrator may mistakenly perceive invitational education as discouraging high expectations and the enforcement of rules. This is just the opposite of reality.

The people in the school, who worked to complete the requirements for the Inviting School Award, did not inform or involve a substantial number of people in the process. There isn't sufficient energy to keep it going.

There is a large turnover in faculty and staff at a school and the concept of invitational education isn't known to the new school personnel.

School faculty and staff give up in the face of pressures and stresses of budgets, high stakes testing, zero-tolerance, and growing organizational commitments.

Invitational Education Inoculation

Perhaps schools can retain their inviting qualities by inoculating themselves against the pressures and demands of the current educational environment. The following ideas are based on Donald Meichenbaum's (1985) “Stress Inoculation Technique.”

Prepare Self: When new personnel are employed at your inviting school, consider what possible responses they may have toward invitational education, positive, negative, or neutral. Perhaps, some current school personnel are beginning to feel stressed and are less enthusiastic about the invitational approach. They become discouraged and give up. Prepare yourself to be strong in case there are negative, discouraging, or indifferent reactions.

Rehearse Actions: Think about strategies you might use to respond to unfavorable responses. What can you do to increase the likelihood that new personnel will try to implement invitational education, or at least, not obstruct the opportunity for others to do so? Consider inservices you could arrange and resources you could share. Are there notes from students or parents that support the way you have implemented the invitational approach? Perhaps you could develop a network of people within your school and school system who encourage each other, have the opportunity to discuss successes, and develop ways to stay committed to the idea of an “inviting” school.

Implement: This step in the inoculation process refers to implementing the plans you rehearsed. If you have many new personnel, arrange your inservice or share books and materials. Hold a reading group if there are several new faculty. Meet once a week or once a month with other school personnel who are really committed to the invitational approach to encourage each other. Once an inviting school, of course, does not mean always an inviting school. It takes a lot of work to become inviting. It is harder to remain an inviting school over time. Is your school still an inviting school?

Paula Stanley, Editor

Radford University

IAIE 2002 World Conference
Atlanta Marriott Northwest
Atlanta, GA
October 10-12, 2002
“Invitational Leadership:
From Success to Significance”

The 2002 World Conference in Atlanta bridges the past with the future. Conference workshops and presentations are designed to maintain the successes of past IAIE conferences and to venture into new areas for IAIE. Betty Siegel, John Novak, and William Purkey, co-founders of the International Alliance for Invitational Education; Harry Wong, co-author of *The First Days of School*; and Annette Breaux, Curriculum Coordinator of Lafourche Parish Schools, will be keynote speakers. Concurrent sessions will focus on universities, school systems, schools, and individuals, using the Invitational Model.

Plan now to attend this exciting conference. Conference registration is \$205.00 for IAIE members and \$250.00 for non-members. Student registration is \$75.00. Day rates are also available. You can save \$10.00 on the registration fee if you join the Alliance (membership fees in IAIE are \$35.00).

The conference will be held at the Atlanta Marriott Northwest, 200 Interstate North Parkway, Atlanta, GA 30330. The hotel is conveniently located within Northwest Atlanta's Interstate North Office Park at the junction of I-75 and I-285, off Windy hill road, exit 260. Rates are \$99.00 per night. To register for hotel lodging, call 1-800-228-9290 or FAX: 1-770-952-1468. Ask for the special IAIE conference rates. Local attractions include:

Atlanta Downtown (12 mi)	Atlanta Braves Baseball (14 mi)
Chatahoochee Nat'l Rec Area (1 mi)	Zoo Atlanta (20 mi)
Cobb Galleria/Center (2 mi)	Stone Mountain (25 mi)
Dave and Buster's (2 mi)	Underground Atlanta (14 mi)
Six Flags Over Georgia (18 mi)	White Water Park (6 mi)

To register for the conference, send check for appropriate amount to: Continuing Education (3301), Kennesaw State University, 1000 Chastain Rd., Kennesaw, GA 30144 or register at KSU website: www.kennesaw.edu

SEE YOU IN OCTOBER!!

IAIE Conference: “Invitational Leadership: From Success to Significance” Agenda

Thursday, October 10, 2002

- 1:00 p.m.-- 4:30 pm. Pre-registration
- 1:00 p.m.—3:00 p.m. Advisory Board Meeting
- 2:00 p.m. – 4:00 p.m. “Introduction to Invitational Education”
John Novak, co-author of Phi Delta Fastback,
“Invitational Education.”
- 4:30 p.m. Welcome reception

Friday, October 11, 2002

- 7:00 a.m. –on Registration
- 8:15 a.m.—8:45 a.m. Continental Breakfast
- 8:45 a.m.—9:00 a.m. Welcome
- 9:00 a.m.—10:15 a.m. “Moving From Success to Significance”
Dr. Betty Siegel, Kennesaw State University President
Co-founder of IAIE
- 10:15 a.m.--11:15 a.m. “Why Multiculturalism Matters?”
Dr. Ronald Takaki
Author of “A Different Mirror”
- 11:15 a.m.--Noon Breakout Session
- Noon—1:45 p.m. Luncheon
Dr. William Watson Purkey
Professor of Counselor Education, UNC-Greensboro
Co-Founder of IAIE
Inviting Schools Presentations
- 1:45 p.m.—3:30 p.m. “Inviting Students to Learning”
Dr. Harry Wong
Author of “First Days of School”
- 3:30 p.m.—4:30 p.m. “How to Impact Student Achievement and Make A Difference”
Annette Breaux, Curriculum Coordinator, Lafourche Parish
Schools
- 4:30 p.m.—5:30 p.m. Reception-----Dinner on Your Own

Saturday, October 12, 2002

8:00 a.m.—9:00 a.m. Continental Breakfast

9:00 a.m.—10:00 a.m. “Training, Supporting, and Retaining New Teachers”
Dr. Harry Wong and Annette Breaux

Saturday, October 12, 2002

10:00 a.m.—11:00 a.m. Breakout Session
Inviting School Poster Sessions/Roundtables

11:00 a.m.—2:30 p.m. Luncheon
Dr. William Watson Purkey
Co-Founder of IAIE
“Rediscovering the Heart of Education” Awards

2:30 p.m.—3:30 p.m. Breakout Session

3:30 p.m.—4:30 p.m. Conversation with Dr. Siegel and Dr. Purkey
Co-Founders and Co-Directors of IAIE
“Reflections on the 20th Anniversary of Invitational Education”

Registration

	Quantity		Total
IAIE Member	_____	x \$205.00 =	_____
Non-IAIE Member	_____	x \$250.00 =	_____
Student	_____	x \$75.00 =	_____
DAY RATE:			
IAIE Member:	_____	x \$100.00 =	_____
Non-IAIE Member	_____	x \$140.00 =	_____
Student	_____	x \$50.00 =	_____

PLEASE CHECK ONE FOR DAY RATE:

Thursday, October 10_____

Friday, October 11_____

Saturday, October 12_____

To Register, make checks payable to IAIE and mail this panel to:

Continuing Education (3301)

Kennesaw State University

1000 Chastain Rd.

Kennesaw, GA 31044-5591

Or

Join IAIE for \$35.00 and save on registration fee. Send check for \$35.00 for individuals or \$125.00 for institutional membership along with your conference registration.

Research in Invitational Education

The International Alliance for Invitational Education has always valued the importance of research. The Invitational Education Special Interest Group of the American Educational Research Association has a long history of promoting research on invitational education. We share some recent research studies that have been conducted to measure the effects of the implementation of invitational education. If you have conducted research on invitational education, please let us know so that we can share your study with our readers.

Research Results For “Creating Safe and Successful Schools Through Invitational Education” Show Project to Be Success

William Purkey and Jerry Juhnke, Counselor Education professors at The University of North Carolina at Greensboro, have completed a summary report of preliminary results of the first nine months (August 2001-June, 2002) of the Invitational Education project working with the nine District of Columbia Transformation Schools.

ISS Scores

Purkey and Juhnke administered the Inviting School Survey (ISS) to teachers of all nine schools in the project. The ISS consists of 100 multiple-choice items. Twenty items address each of the five “P’s.” Teachers completed the ISS three times at different intervals during the school year.

Separate and combined scores of all nine Transformation Schools decreased (school seen by teachers as less inviting) from October, 2001 to March, 2002. However, separate and combined scores for all schools increased (school seen by teachers as more inviting) from March, 2002 to June, 2002. This “rebound” effect is significant because ISS scores usually drop continuously from the beginning to the end of the school year. Purkey and Juhnke believe that the rebound effect was due to the introduction of Invitational Education in each school.

SAT-9 Test Results

Preliminary SAT-9 test results indicate that three of the nine Transformation Schools were exemplary in meeting and exceeding categorical goals in reading and mathematics (District of Columbia Public Schools News Release, June 18, 2002). Other Transformation Schools showed progress. Several Transformation Schools (Kramer Middle School, LaSalle Elementary School, and Simon Elementary School) received special recognition for their outstanding performance.

School Coordinators

All nine Transformation Schools now have teacher coordinators who serve as Invitational Education advocates. These coordinators work with the International Alliance for Invitational Education and provide additional leadership in each school.

Feedback to Schools

Invitational Education consultants spent a total of 39 full days in the nine Transformation Schools and met with teachers and staff individually and in groups. Over the course of nine months an average of four days was spent in each school. Following each visit a detailed and confidential individual report was prepared for each school principal. A group report, summarizing individual reports, was prepared for all principals and the Staff Development Office. These reports identified the many things that the Transformation Schools were already doing well, offered suggestions on what they might do better, and provided ways that they might do so.

Abstracts of Invitational Education Research

The following are abstracts of research articles concerning invitational education. If you know of other research articles, theses or dissertations concerning invitational education, please let us know.

Bowman, B. (1999). Thinking outside the box: Use of invitational counseling to promote self-determination for people with disabilities. *Mental Retardation*, 37, 494-496.

This article describes how invitational counseling can be used to promote self-determination for people with disabilities. The author discusses the basic assumptions of invitational counseling and how these are compatible with the concept of self-determination. The author suggested that use of invitational counseling helps reduce stereotypes about people with disabilities.

Shoffner, M., & Vacc, N. (1999). Psychometric analysis of The Inviting School Survey. *Measurement and Evaluation in Counseling and Development*, 32, 66-74.

The study was conducted to provide psychometric data on The Inviting School Safety Survey (ISSS), developed by William Purkey and Judy Lehr. The authors examined how well the ISSS reflects the theoretical model of Invitational Education. The factor structure of the ISSS and the invitational model were studied. Participants were urban high school students in the Southeastern United States. The ISSS is a 50-item test based on the invitational education model. Items on the ISSS were selected from the 100-item Inviting School Survey developed by William Purkey and Jim Fuller. Four factors were identified: (a) valuing influence of teachers and staff (people); (b) feelings of fear and lack of safety (people and places); (c) stressors and daily discomforts (policies); and (d) positive attitude toward school environment and school community (processes). The authors suggest that the ISSS can be used to assess the perceived environment of a school and to provide a measure of the effectiveness of school interventions.

White, S. D. (1999). Inviting self-efficacy in children and taking competition out of the game. (1999). *Journal of Invitational Theory and Practice*, 6, 93-101.

The researcher explored how well self-efficacy predicted children's achievement on certain athletic skills. Twenty-eight children between the ages of four and ten years old were participants. Children participated in two of the following athletic tasks: standing broad jump, kick ball, and basketball dribbling event. The researcher obtained a baseline measurement of each child's performance. Children were then asked to predict how well they would perform on a subsequent athletic skill by selecting one of three choices: less well, the same, or better. Results indicated that a child's ability to predict his or her own athletic performance increases with age. The majority of school-aged participants reliably predicted their athletic performance. Four-year olds did not predict their performance as well as school-aged students.

Featured Article

Antidote to Bullying by Rebecca Wolfe

(Reprinted with permission from the Curriculum in Context: Journal of the Washington State Association for Supervision and Curriculum Development (Fall/Winter 2001-2002), pp. 11-14.

The above remarks were made by a 255-pound Columbine High School football player when interviewed for a Time magazine article (Gibbs & Roche, 1999) after the infamous shooting incident in the school cafeteria. Given the extreme nature of the Columbine incident, it is easy to overlook the more mundane subtext of the athlete's comments. He is talking about how he and his friends dealt with those they considered outcasts. The rise of shooting incidents in schools tragically reminds us that Columbine was not a once-in-a-lifetime occurrence. Yet, even more sadly, the harassment and bullying that this young man from Columbine describes is not unique in the least. I wish to speak here to bullying specifically, which happens almost daily in many schools across our nation.

Who among us cannot recall incidents of bullying that we have known, either directly or indirectly? Bullying occurs in situations where there is an imbalance of power relations. We can study bullying (or "mobbing," if groups are involved) from many different perspectives: psychological, sociological, economic, and others. This article presents an educational leadership perspective. It focuses on some fundamental principles related to bullying in schools and suggests several effective antidotes to this toxic behavior. Online resources are included to assist readers in providing leadership to combat bullying in their particular educational setting or community.

A Definition of Bullying

In their recently published anti-bullying curriculum, Steps to Respect, the Committee for Children describes bullying in the following way: "Bullying is unfair and one-sided. It happens when someone keeps hurting, frightening, threatening, or leaving someone out on purpose" (Committee for Children, 2001). The definition of the act is pretty straightforward, but identifying the perpetrators is not as easy. Donald Walker points out in *The Effective Administrator* (Bogue, 1985) that villains and heroes cannot always be clearly or easily identified. In our complex society, bullies may take on a Jekyll and Hyde personality---charming and kind in one situation, yet cruel and destructive in another. For this reason, it is much more useful to speak of "bullying" than of "bullies." Educators must develop the awareness and skills to eliminate the behavior while avoiding the mistake of labeling individual children.

Stalled Attempts in Olympia to Stop Bullying

Several Washington state leaders---among them Governor Gary Locke, Attorney General Christine Gregoire and Rep. Dave Quall (formerly a high school counselor)—attempted in January 2001 to introduce legislation to prevent bullying in schools (HB 1444, "Requiring policies prohibiting harassment, intimidation, and bullying in schools and at-school activities"), but it was defeated before it left the House Education Committee. According to newspaper accounts, Christian conservatives feared that the bill might restrict the freedom of students to condemn homosexuality. Gregoire argued that it definitely would not abridge First Amendment rights (Galloway, 2001), but leaders in the House were not ready to act. So Washington educators must turn to other places to gain the knowledge and power to protect innocent children from mean-spirited peers.

I will cite several resources for educators trying to combat this problem below, but I wish to think more holistically for a moment and introduce an organization that focuses on broader

school-climate issues that constitute a proactive, rather than a reactive approach to physical aggressiveness in schools.

The International Alliance for Invitational Education

One preventive response to bullying is to practice the principles of the International Alliance for Invitational Education. In 1971, William Purkey, Professor at UNC-Greensboro, Department of Counselor Education and Betty Siegel, President of Kennesaw State University in Georgia, began leading workshops on humane practices in education. After receiving the input and support of many colleagues and students with whom they had worked over the years, Purkey and Siegel established the Alliance for Invitational Education (AIE) in 1978 to promote the developing philosophy of invitational education. Simultaneously in Canada, the Canadian AIE was formed with John Novak and Dean Fink as leaders. Later, the two organizations merged into the International Alliance for Invitational Education. Since 1978, the organization has grown to include other areas of the social services, particularly the counseling and health care professions. The IAIE holds regular conferences and institutes, publishes relevant books and also publishes *The Journal for Invitational Theory and Practice* and *The Invitational Education FORUM* www.invitationaleducation.net.

An Antidote to Violence

Can the principles and practices of invitational education actually be effective as an antidote to violence in schools? Yes. Schools that have implemented the principles of invitational education have experienced a report of decreased fear in the school, decreased drop-out rates, increased morale and increased student success (Kenney & Watson, 1996; Purkey & Schmidt, 1990). If, after gaining understanding and support for the principles of the IAIE, an organization can implement and strive to practice invitational education, there will be no room for bullying. When educators are mindful and intentional in their practice of invitational education, bullies can become buddies. It is not too idealistic to believe that this can happen, because it is happening in many schools and other organizations where invitational education has been adopted and practiced. The danger is that, as Edmund Burke reminded us long ago, “The only thing necessary for the triumph of evil is for good men to do nothing.”

For Further Online Research

An excellent resource for cyber-research about combating bullying is a site that makes available the complete 48-page, downloadable text of the “First Annual Report on School Safety,” a study conducted by the U. S. Department of Education and the U. S. Department of Justice (see www.hamfish.org). This document contains data that educational leaders need to know. For example, are you aware that more Hispanic students fear attack or harm at school than their non-Hispanic peers? In both 1985 and 1995, Hispanic children reported fears about 4-5 percent more frequently than those of black students and about 4 to 5 percent more frequently than those of white students (First Annual Report on School Safety). Chapter 2 of this report presents specific, practical suggestions for action. The final chapter includes descriptive summaries of model programs that have been tested and found to be effective and sound.

Conclusion

Leaders in K-12 education need to take a stand to prevent bullying and interpersonal violence. A whole-school approach is necessary, “If schools don’t acknowledge it, they inadvertently support it” (Walls, 2000). If every educator would become an activist in this effort, Washington state could serve as a model for other states in this vitally important work. If we are

sincere in our desire to create schools in which every student can flourish, then we will support the creation and implementation of anti-bullying policies. A bullied child is not a happy child, much less one with the emotional energy it takes to achieve academically. It is time that educators more effectively stepped in. References are listed below.

U. S. Department of Education and U.S. Department of Justice. (1998). Annual Report on School Safety.

Bogue, E. G. (1985). The enemies of leadership: Lessons for leaders in education.

Bloomington, IN: Phi Delta Kappa Educational Foundation.

Galloway, A. (2001, May). Anti-bullying vote blocked in Olympia, Seattle Post-Intelligencer. Available online: Hostname: Seattlep-i.nwsourc.com/local/21001_bully01.shtml

Mish, F. C. (Ed.). (2001). Merriam-Webster collegiate dictionary, 10th edition,. Springfield, MA: Merriam-Webster.

Purkey, W. W. (March, 1999). Invitational Education FORUM.

Walls, L. (Fall, 2000). Battling bullying: A whole-school approach. Prevention Update: Committee for Children.

Dr. Rebecca Wolfe, PO Box 336, 1549 Blind Bay Rd., Shaw Island, WA 98286-0336,, a long marcher in the Alliance, has served as a teacher of all ages in French, English, ESL and methods in second-language instruction.

Ideas to Consider

If you have implemented concepts of invitational education in your work setting, we'd like to hear about it. Readers have commented that one of the most useful aspects of the FORUM is the "Ideas to Consider" section. Below, we include ideas that might be useful to you.

2003 Invitational Education Leadership Conference

The 2003 Invitational Education Leadership Institute will be held in Columbus, Ohio under the leadership of Jim Mahoney. Leadership institutes include advanced training in invitational theory and its application to a variety of settings. Please contact Jim Mahoney for information concerning the institute: Dr. Jim Mahoney, Battelle for Kids, 41 south High St., Suite 2240, Columbus, OH 43215

2002 Teacher of the Year Invites Students to Learn

Chauncey Veatch, social studies teacher at Coachella Valley High School near Palm Springs, California, was named the 2002 National Teacher of the Year. He received a trip to Washington, D.C. to be recognized by President Bush. The National Teacher of the Year Program is co-sponsored by the Council of Chief State School Officers and Scholastic, Inc., a major publishing company.

Veatch, who entered teaching after a career in the U.S. Army, says to find success in teaching you have to "invite your students to learn along with you. It's the invitation for them to participate, and when it's an invitation, it's a partnership where you're going about this together and you're both investing in it." (Tamara Henry, USA Today, April 23, 2002).

According to Tamara Henry (USA Today, April 23, 2002), Chauncey Veatch wants "...to be a dream maker for my kids. I want them to set high goals for themselves...personally and professionally."

Purkey and Siegel Publish Book about Invitational Leadership

William Purkey, Professor of Counselor Education, The University of North Carolina at Greensboro and Betty Siegel, President of Kennesaw State University have recently published, "Becoming an Invitational Leader: A New Approach to Professional and Personal Success" (Humanics Publishing Company). The new book by the founders of the International Alliance for Invitational Education is an innovative and practical guide for leadership based upon the principles of trust, respect, optimism, and intentionality. Addressing the total environment in which successful leaders function, Invitational Leadership involves a generous and genuine turning toward others in empathy and respect, with the ultimate goal of collaborating with them on projects of mutual benefit. For the Invitational Leader, then, the emphasis shifts from command and control to cooperation and communication, from manipulation to cordial summons, from subordinates to associates. Becoming an Invitational Leader will help both present and aspiring leaders learn to invite themselves and others into lives of great professional and personal significance.

Based on sound philosophical and psychological theories—as well as time-tested sources of wisdom—Invitational Leadership has been successfully applied by leaders in numerous fields, including higher education, K-12 public and private education, management, business, public administration, medicine, government, not-for-profit, human resources, counseling and related helping professions. Becoming an Invitational Leader can teach all leaders to understand their work as a lifelong process of joy, dialogue, and discovery. You can purchase this brand new book from the Radford University Center for Invitational Education, PO Box 7009, College of Education and Human Development, Radford University, Radford, VA 24142. FAX: 540-831-5059. PHONE: 540-831-6509. Email: inviteru@radford.edu It is so new, you will need to call us for the price.

Implementing the College's Focus on Invitational Education

By Joanne Kennedy, Lenoir Community College

In an effort to move Lenoir Community College (LCC) beyond adequacy and mere compliance with SACS Criteria, the Self-Study Steering Committee elected to determine a focus for improvement and work toward achieving that improvement in conjunction with and beyond the self-study.

A sixteen-member focus team was established to study the college's needs and recommend a topic on which the college could focus and effect campus-wide improvement. An exciting and challenging idea evolved through Professional Development opportunities provided by the NCCS. Jeanne Kennedy, Tammy Buck, and Deborah Sutton attended a workshop provided by Bob Allen and returned to the campus charged with enthusiasm for the opportunities and possibilities afforded through Invitational Education.

The focus team, recognizing that this theory incorporated all the issues that had been brought forward through surveys and campus-wide input, recommended Invitational Education as a vehicle for focusing on improvement at LCC.

The Self-Study Steering Committee and the Institutional Effectiveness Committee have made a commitment to focus on raising Lenoir Community College's level of quality, service, communication, support, and performance, by applying the principles of invitational education.

In order to achieve that, five sub-committees (people, places, programs, processes, and policies) have been established to serve as task forces for the purpose of (1) developing and maintaining long-range plans integrated annually with the College's Institutional Effectiveness Plan and (2) initiating action relative to their particular focus.

People

While everything in life adds to or detracts from success or failure, nothing is more important in life than people. It is the people who create a respectful, optimistic, trusting and intentional society. The people committee acknowledges that the college's most valued resource is its people. While individuals differ in attitudes, learning styles, and abilities, the committee seeks to confirm and enhance the good relationships and practices that exist among its people, as well as propose strategies for improvement. The purpose of the committee on people is to assess the current climate in order to anticipate and plan for changes that will foster a genuinely inviting atmosphere for the college's students, faculty, staff, and members of the community.

Places

The physical environment offers a starting point for moving from invitational theory into practice, because places are so visible. Almost anyone can recognize smelly restrooms, cluttered offices, peeling paint, or unkempt grounds and buildings. Fortunately, places are the easiest to change because they are the most visible element in any environment. They also offer the opportunity for immediate improvement. The purpose of the committee on places to develop a long-range plan designed to ensure that the physical environment of the campus buildings and grounds are inviting and exemplary of collegiate functions and philosophy.

Policies

Policies refer to the procedures, codes, rules, written or unwritten, used to regulate the ongoing functions of individuals and organizations. Ultimately, the policies created and maintained communicate a strong message regarding the value, ability, and responsibility of people. The purpose of the committee on policies is to evaluate the language, currency, efficacy, and

affability of procedures, codes, rules, written or unwritten, and to make recommendations for changes in keeping with invitational theory.

Programs

Programs have an important part to play in implementing invitational theory because programs often focus on narrow objectives that neglect the wider scope of human needs. For example, special programs that label people (academic or support programs) can give individuals ideas about themselves that negate the positive purposes for which these programs were originally created. Invitational theory requires that programs be monitored to ensure that they do not detract from the goals for which they were designed. The purpose of the committee on programs is to evaluate the extent to which programs espouse the principles of invitational education and to assist with annual program reviews.

Processs

Invitational theory recognizes processes as a critical component in providing quality education. Processes deal with how the College delivers educational programs, how services are provided, and how policies and systems are implemented in fulfilling the mission. The purpose of the committee on processes is to examine the college's processes and systems, to evaluate their effectiveness in light of invitational theory, and to make recommendations for creating a more inviting learning and working environment.

How to Create The Best Meeting Ever

We have all attended conferences and inservice programs that have gone very well and we have attended those that were disappointing. We offer a few ideas below about how to create the best meeting ever:

Months Before the Meeting

Start Early. It can take months to build enthusiasm for a meeting; so begin early. Reserve facilities, make arrangements with speakers, and create committees or work groups who will be responsible for various aspects of the meeting.

Prepare for publicity. Write your speaker (s) early for a photograph, vita, and presentation abstract. These can be used to prepare news releases and brochures.

Keep the audience close. Rope off seats in the back of the auditorium so that those in attendance sit closer to the front and closer to the speaker.

Weeks Before the Meeting

Invite Everyone. Include secretaries, custodians, bus drivers, parents, students, and the community, as well as teachers and administrators.

Assist the Speaker. Let the speaker know the approximate number of people who will be attending the meeting. Also, inform the speaker about the type of audience to expect.

Book a Photographer. Ask a volunteer to photograph the day's activities. These photos will be useful in unexpected ways, such as follow-up and future newsletters.

Days Before the Meeting

Tend to aesthetics. Book a comfortable room for the inservice that has good acoustics. Make sure it is arranged in a pleasing manner and that it is clean.

Insure Good Lighting. Unless the speaker is planning a séance, provide a bright light on the speaker. People see a talk as well as hear it.

Out-Fox Murphy. Remember Murphy's Law: "If anything can go wrong it will." Double-check everything to insure everyone knows who is responsible for what.

Minutes Before the Meeting

Use Greeters. Station people at the entrance to the auditorium or meeting place to hand out material to participants as they arrive for the presentation.

Test the Microphone. Make sure the microphone works before the speaker is introduced. Insure that you provide the type of microphone requested by the speaker. Some speakers like to move around with the microphone and some prefer a lavalier.

Start on Time. Even if you expect more people will arrive for the meeting, begin on time. This allows the speaker to present his or her program without having to adjust to a new time frame.

What to Do Immediately After the Meeting

Expedite the invoices. As soon as resources permit, mail travel and honorarium checks to all presenters. Also pay other bills as soon as possible.

Prepare for the Next Time. After the program, send a note of thanks to everyone who contributed to the program. Also, arrange a follow-up meeting to assess the program that was held and suggestions for the future.

Express Appreciation. Send thank-you notes to everyone who helped with the meeting, no matter how small their contribution.

The ideas in this article are taken from "How to Create the Best Meeting Ever: 40 Brass Tack Suggestions" by William W. Purkey and Paula Stanley.

Blue and Orange Cards

A metaphor often used by those who implement invitational education is that of the Blue and Orange cards. This metaphor is used to identify inviting and disinviting behavior. Blue cards are actions or words that communicate to others that they are valuable, able, and capable. They communicate high expectations within a safe environment where it is safe to take risks and make mistakes. Orange cards are the opposite. Orange cards communicate to others that they are not capable or good enough. Actions or words may humiliate or embarrass.

In invitational theory, one needs 12 blue cards to counteract one orange card. We may give blue and orange cards to others and/or ourselves. The colors themselves are really not important, though. It is the metaphor that carries the meaning.

In schools and other institutions and agencies, students and staff often use the metaphor to communicate with each other. A teacher tells another teacher or student that she has a blue card for her. Someone who felt embarrassed by what someone else said, may say in a mediation group, "You orange-carded me."

Radford University Center for Invitational Education

The Dean of the College of Education and Human Development at Radford University, Paul Sale, recently announced the initiation of the Radford University Center for Invitational Education. In his announcement he captured the essence of invitational theory, with the following statement: "In an era when politics focuses attention on only the academic achievement of children and youth, the Center will help to broaden an understanding that positive self-concept is crucial in the development of the whole person." For more information about this new center contact: Radford University Center for Invitational Education, PO Box 7009, College of Education and Human Development, Radford University, Radford, VA 24142. Phone: 540-831-6509. FAX: 540-831-5059. Email: inviteru@radford.edu

Membership Matters

Lane Anderson, Principal of Woodlawn Middle School, 3970 Mebane Rogers Rd., Mebane, NC 27302, received the North Carolina's National Distinguished Principal Award for 2002. The award is sponsored by the National Association of Elementary Principals, the North Carolina Principal's Assistant Principals Organization and the United States Department of Education. The awards ceremony will be in Washington, DC in October 2002. Congratulations Lane. Gary Chandler, 2201 Holly Lane, Shelby, NC 28150, author of a monograph on Invitational Education and Physical Education retired from Gardner-Webb University in 1998 due to heart failure. He says he was able to avoid a heart transplant at the time and can do most of what he wants at a reduced level these days.

Patrick E. Davis and William W. Purkey, PO Box 26171, School of Education, The University of North Carolina at Greensboro, Greensboro, NC 27402, recently published the article, "Four Levels of Functioning in Coaching and Physical Education," in *Runner*, Vol. 39, pp. 37-39. Jenny Edwards, 3774 Mountainside Trail, Evergreen, CO 80439, is very active in providing workshops on Thought Field Therapy. She teaches mental health professionals to use this therapy to treat fear, anxiety, phobias, addictive urges, and simple and complex traumas. Her workshop called, "Give Yourself—and Others—the Gift of Healing," was presented June 8-9, 2002 in Evergreen, Colorado.

John Piper, 225 Larchwood Dr., Bowling Green, OH 43402, and his wife Sylvia, taught classes at Coastal Carolina University (CCU) in Conway, SC, in June. Their classes were part of the CCU Institute for Effective Teaching and Learning for Certified k-12 Teachers and School Administrators. John and Sylvia taught a course entitled, "The Courage to Teach and Lead." William Watson Purkey, PO Box 26171, UNCGreensboro, Greensboro, NC 27402, and his colleagues continue to work with Washington, DC schools to implement invitational education. William took time out to have quadruple heart bypass surgery in July. According to his physicians, he could be the poster child for the operation. He is doing great!

Robert Small, Educational Studies Professor and former dean of the university's College of Education and Human Development, PO Box 6959, Radford University, Radford, VA 24142, has accepted an appointment to serve as a National Council of Teachers of English spokesperson on issues of censorship. Small has also been appointed as the Virginia Association of Teachers of English affiliate representative to NCTE's standing committee on social and political concerns, known as SLATE (Support for the Learning and Teaching of English). Small is also the Co-Director of the Radford University Center for Invitational Education.

Cheryl Stehle, 25 Myrtle Bank Rd., Hilton Head Island, SC 29926, has had a busy year. Cheryl, a cousin of the late actor Jimmy Stewart, teaches American literature, as well as other classes at both the undergraduate and graduate levels. Her "Film as Literature" class is always

oversubscribed. Cheryl planned a 10-week foreign film festival at Hilton Head that was a grand success. Standing room only. Cheryl is also in the middle of advanced studies in yoga. Dave and Lynne Stone, Rt. 1, Box 21A, Elizabeth, WV 26143, report that their sons Ben and Michael are a senior and junior, respectively, at Marshall University. Dave taught for a USDOE Challenge Grant this past summer, publishing lesson units on the web (see thesolutionsite.com). Lynette Trent, 12 Rival St., Kareela, NSW, Australia 2232, is working more on the administrative side than the teaching side of education these days. She also is doing some consulting and participating in educational forums. John Wilson, Wichita State University, 1845 Fairmount, Wichita, KS 67260, teaches in the Department of Curriculum and Instruction. He infuses invitational education within his courses and with pre-service elementary educators.

Where are Our Members? Correction to Last Edition of FORUM

In the last edition of our FORUM, we provided a list of members in each state. We inadvertently listed Kansas with 0 members. We goofed. John Wilson and Janice Spikes are two of the longest long marchers in IAIE and have been member of IAIE for quite some time. John Wilson, 2805 Golden Rd., North Newton, KS 67117 is the founder of Kansas IAIE and is also the IAIE state coordinator for Kansas. John, author of the "Inviting Elementary School" notes that "invitational education is alive and well in south central Kansas. Janice Spikes, 3901 Snowy Reach, Manhattan, KS, has also authored publications on invitational education.

Lost Members

The following individuals are lost members. If you know their addresses please let us know. We list the last addresses we have for them.

Ron Clark, 3185 Crescent St., Astoria, NY 11106
Sherry Bloemer, 880 Haggin Lane, Taylorsville, KY 40071
Mary Burelbach, 2001 S., Apt 35, Salt Lake City, UT 84108
David Ritter, PO Box 2500, Erwin, CA 94508
Dr. Dan Opperman, PO Box 54291, Vrededorp, Transvaal 2092
Republic of South Africa

New Coordinator For California Has Over 37f Years in Education

Nancy Dotson is the new California Invitational Education coordinator and has already signed up 10 new members from California. Nancy has spent over 37 years as an educator and supervisor in many different disciplines. Last year she retired from education but still keeps quite busy. Nancy's address is: 19420 Fariman Dr., Carson, CA 90746. Way to go Nancy!!

New Coordinator In China

Jennifer Yuehua Tong, The Institute of Education Research, Jinan University of Shandong, Shandong, P. R. China 250002, is our new IAIE coordinator in Mainland, China. Peter Wong is our Hong Kong, China IAIE coordinator.

New Kentucky Coordinator

Elaine Devers, Southern Elementary School, 1200 Fairfax Way, Georgetown, KY 40324, is our new Kentucky Coordinator. She has been very active in IAIE activities nationally and in Kentucky. She was instrumental in leading her school's efforts to receive the Inviting School Award, which was presented in 1998.

Michigan IAIE on the Move

Ann Kalec, Principal of Cooper Elementary School, 28550 Ann Arbor Trail, Westland, MI 48185, is the Michigan State Coordinator for the International Alliance for Invitational Education (IAIE). She sent all Michigan members a letter highlighting information about new IAIE members and information about invitational education. Several individuals from Michigan recently joined IAIE and include: Mark Bieland, Superintendent of Paw Paw Public Schools; Gerald Donnelly, retired Association Principal of L'Anse Creuse High School North, and Richard Braun, Principal of Hull Elementary School in Livonia. Ann is creating an email listserve of Michigan members so they can communicate more quickly with each other. Way to go Ann.

Update Information on Canada Province Coordinators

Bill Bruhm, IAIE coordinator for Nova Scotia has a new email address: bilteach@istar.ca . The Manitoba IAIE Coordinator's name was misspelled in the last edition of the FORUM. We spelled her name, Carolyn Critten. It is Carolyn Crippen.

Member Idea—Include IAIE in Your Will

A member recently sent a note to the Alliance indicating that in his will he would designate money for organizations he finds valuable. Although he is designating money for his five children in his will, he also wrote that "we [he and his wife] both belong to some very worthwhile groups which we believe in very much and we would like to make a contribution to them and their causes." One of the organizations this member is leaving money to is IAIE. He wrote: "I would rather think of supporting the publishing of the FORUM than to think of my grandson riding an ATV (all terrain vehicle) up hills and across streams and ruining the environment."

Member Focus: Sue Bowen

Sue Bowen has had many roles as an educator in the Kentucky schools. She has been a teacher, principal, and Assistant Superintendent. She retired from the public schools a few years ago, but has certainly not retired. Sue is Special Projects Coordinator for the International Alliance for Invitational Education which means she wears many different hats.

Sue initiated the Senior Active Member Group which has contributed much to the Alliance under Sue's coordination. For example, senior active members often write articles or book reviews for the FORUM. Two reviews are included in this edition. Sue also helped revive the State/Country Coordinators and keeps us all updated on who coordinators are and their addresses.

Sue has been instrumental in Kentucky Invitational Education activities. She was director of a successful conference in Lexington, Kentucky a few years ago and still is active in coordinating state and regional Invitational Education conferences.

Sue enjoys her children and her grandchildren. One of her daughters even attended an Invitational Education Conference. Thanks for all you do, Sue.

I would include Sue's address in this write-up but she is currently on the move from one residence to another. If you are interested in contacting Sue her email address is:
csbowen@aol.com

Senior Active Invitational Education Group

IAIE Senior Active Members

The Alliance maintains a Senior Active Group which consists of individuals who have formally retired from their places of employment, but are still interested and active in IAIE. Any current members who have retired and would like to join this group can contact Sue Brown, Special Projects Coordinator at her email address: csbowen@aol.com . Sue is currently moving and we have not yet received her new address. The IAIE membership fee for retired individuals is \$25.00.

Davis Aspy

1208 Rockwood Dr.

Edmond, OK 73013

Phone: 405-341-8159

Email: [HYPERLINK "mailto:aspyfam@worldnet.att.net"](mailto:aspyfam@worldnet.att.net) aspyfam@worldnet.att.net

Sue Bowen

206 Breckinridge Lane

Versailles, KY 40475

Phone: 859-873-0985

Email: [HYPERLINK "mailto:csbowen@aol.com"](mailto:csbowen@aol.com) csbowen@aol.com

Jerry Donnelly

50329 Vinecrest Lane

New Baltimore, MI

Phone: 586-725-8019

Email: [HYPERLINK "mailto:caringq@racc2000.com"](mailto:caringq@racc2000.com) caringq@racc2000.com

Nancy Jean Davis Dotson

19420 So. Fariman Dr.

Carson, CA 90746

Phone: 323-636-8259

Adrianna H. Francis

305 Lancaster Ave.

Richmond, KY 40475

Phone: 859-623-3354

Email: [HYPERLINK "mailto:adriannahf@aol.com"](mailto:adriannahf@aol.com) adriannahf@aol.com

Dave Kergaard

15 Robin Court
Lewes, DE 19958
Phone: 302-645-8246
Email: [HYPERLINK "mailto:kergaard@splus.net"](mailto:kergaard@splus.net) kergaard@splus.net

Melvin Lang
957 Lunahelu St.
Kailua, HI 96734
Phone: 808-261-4326
Email: [HYPERLINK "mailto:mlang@hawaii.edu"](mailto:mlang@hawaii.edu) mlang@hawaii.edu

John Piper
225 Larchwoodt Dr.
Bowling Green, OH 43402
Phone: 419-352-0290
Email: [HYPERLINK "mailto:jpiper@bgnet.edu"](mailto:jpiper@bgnet.edu) jpiper@bgnet.edu

William B. Stafford
1586 Pinewind Dr.
Alburtis, PA 18011
Phone: 610-336-4912
[HYPERLINK "mailto:Wbs0@lehigh.edu"](mailto:Wbs0@lehigh.edu) Wbs0@lehigh.edu

YOUR NAME COULD BE LISTED HERE!! JOIN "IAIE SENIOR ACTIVE GROUP"

Book Reviews

Two Senior Active members had read and reviewed two new books concerning Invitational Education. We present these reviews below. The books reviewed below can be purchased from the Radford University Center for Invitational Education, PO Box 7009, College of Education and Human Development, Radford University, Radford, VA 24142. Phone: 540-831-6509. FAX: 540-831-5059. Email: [HYPERLINK "mailto:inviteru@radford.edu"](mailto:inviteru@radford.edu)
inviteru@radford.edu

Inviting Positive Classroom Discipline by Carolyn Crippen

Purkey, W. & Strahan, D. (2002). *Inviting positive classroom discipline*. Westerville, Ohio: National Middle School Association. (123 pages). This book can be purchased for \$12.00.

Today it is common to see articles in journals, newspapers and books about a lack of civility and discipline in our schools. Purkey & Strahan's recent book, *Inviting Positive Classroom Discipline*, is a sensible and candid response to these concerns. This compact proactive book, explains "both the how and why of successful classroom management." It is based upon the concept of Invitational Education whereby everyone in and around the school community is treated as capable, valuable, and responsible (even when students make bad choices). The book includes six chapters, plus a summary:

Invitational Teaching: A Color-coded Approach to Classroom Management.

What Color is your Classroom?

The Five Powerful P's: Creating School Cultures That Promote Self-Discipline.

The Invitational Framework in Action.

Classroom Practices that Promote Self-Discipline.

An Invitational Approach to Conflict Management.

In addition, scattered throughout the text are practical positive "blue note cards" that relate to the specific chapter and suggest effective classroom management strategies.

From Chapter 1:

HOLD STUDENTS ACCOUNTABLE

Definite expectations, in themselves, are a powerful invitation. Expectations inform students that they can and should take responsibility for their actions. "You make a mess, you clean it up." Accepting excuses sends the wrong message in the classroom and life.

The authors draw from their own experiential background as educators while weaving theory and practice together. They discuss the dynamics of total school environment. "The school and everybody in it is like one big bowl of Jell-O. If you touch it anywhere, the whole thing jiggles; everything is connected to everything else" (p.42). Everything in the school would include the powerful 5 P's: people, places, policies, programs, and processes. As well, *Invitational Teaching* includes respect, trust, optimism, and intentionality. Of particular use is the invitational framework to create a sense of balance in a teacher's life. The four levels of personal and professional functioning : (1) being personally inviting with oneself, (2) being personally inviting with others, (3) being professionally inviting with oneself, and (4) being professionally inviting with others, are explained and connected to good classroom discipline. Purkey and Strahan suggest that teachers need an internalized "gyrocompass" and consistent philosophy that guides them in their actions toward effective student discipline.

The text closes with a valuable chapter that utilizes an invitational approach to conflict management called the 6 C's: concern, confer, consult, confront, combat, and conciliate. This is a book of hope, of empowerment for teachers and students, of civility and one that middle school teachers and all educators should include in their resource library.

Carolyn Crippen is a long marcher in the Alliance and is currently pursuing a doctorate in educational leadership while teaching on the side. Thanks Carolyn.

A BOOK REVIEW: Novak, John M. (2002) *Inviting Educational Leadership*, London: Pearson Publishers. By Melvin Lang, Professor of Education Emeritus, University of Hawaii at Manoa. This book can be purchased for \$28.00.

Socrates counseled, "Education is not only to make youth smart but moral as well."

John Novak extends this ideal with the theory of Invitational Education, which embraces the "democratic ethos, the perceptual tradition and self concept theory."

Novak's essential message to educational leaders is to develop schooling that has an "educational heart." He restates many of the fundamental messages of Invitational Education in previous publications (Purkey and Novak, 1996, 2001), including: 1) the four levels of disinviting and unintentional behaviors, 2) the hierarchy of the 6 C's of concern, confer, consult, confront, combat and conciliate in dealing with conflict, 3) checklists and surveys of family-centered schools, 4) the 5 P's of invitational practice that make a positive difference (beginning with People; Places that communicate we care; Policies based on democratic principles; Programs that have social meanings, and Processes that pay attention to the humane and collaborative way the 5 P's are accomplished). Novak also diagrams and defines the invitational helix, a guide that takes the reader through the awareness, understanding, application and adoption phases of change to more inviting schools.

At the beginning of each chapter John Novak predicts to whom his book is likely or unlikely to connect. Novak says it is most likely to connect with those leaders who already intuitively practice the tenets of invitational education. But as other reformers and philosophers have urged we must leave our studies and become people of action.

At a secondary school in which I taught it took 2 years to ease some colleagues suspicions of this "invitational creature" which was not really understood by them. It changed roles, threatened vested interests, clashed with developed norms and administrative practice and as McNay (1987) reported in *ORGANIZATION AND STAFF DEVELOPMENT*, change can be "disruptive as well as revolutionary" and is easier said than done." In the school I taught in, organizational and curriculum changes were not sufficient to maintain the innovation of invitational learning. Changes in the personal experience of my fellow teachers, parents and administrators involving their attitudes, perceptions and feelings were necessary conditions for success. Some but not all of us understood that this change to a more inviting school was not an event but a process taking considerable time to unfold.

As one of my fellow teachers explained to me during our transition to a more inviting school, "In the beginning it made me feel that I wasn't doing my job right because it made me dissatisfied with our school. The inviting school approach made me look around and think, 'Wait a minute, this school doesn't look like it's supposed to. It's time for a change.'" After 2 years she remarked, "I've renewed my sense of self. It's good to know that what I'm doing now is right."

I have always accepted as good advice to not only study a program's philosophical foundations and processes but to also experience it in the field if the program is to be fully understood.

This Journal and the International Alliance for Invitational Education (see inside cover) can refer readers to web sites documenting award winning inviting schools. Purkey and Schmidt 's (1990) *Invitational Learning for Counseling and Development* has seven chapters, 'Voices from the Field' where each school describes its advice and efforts in implementing invitational learning. Martin Kravitz's (1999) *Fostering Resiliency* also documents the practices of seven schools that expect their teachers and students to succeed by using their minds as well as their hearts. Several case studies are unusually self effacing, discussing teachers' concerns: "What gets in the way?", "What does this have to do with teaching children to read?" and "How can we overcome problems my students encounter outside of school?"

But my favorite public school defense of the challenge to reform education to caring about our children and their schools is Debbie Meiers' lessons for America in her, *The Power of Their Ideas* (1995), a brilliant example of the politics, parent and staff frustrations which eventually reinvented and created an inner city school that worked. Enjoy,enjoy.

References

- Kravitz, M (1999). *Fostering Resiliency*. Thousand Oaks, CA: Corwin Press.
- McNay, I. (1987). *Organization and Staff Development, Open Learning for Adults.*, (Ed.) Thorpe, M, Grugeon,D, Harlow, Essex: Langman.
- Meiers, D. (1995). *The Power of Their Ideas*. Boston: Beacon Press.
- Novak,J.M. and Purkey, W.W. (2001) *Invitational Education*. Bloomington,IN. Phi Delta Kappa.
- Purkey,W.W. and Novak,J.M. (1996). *Inviting School Success: A Self-Concept Approach to Teaching, Learning and Democratic Practice*. 3rd ed. Belmont, CA: Wadsworth.
- Purkey,W. and Schmidt,J. (1990). *Invitational Learning For Counseling and Development*. Ann Arbor: ERIC Counseling and Personnel Services Clearinghouse
- Melvin Lang, 957, Lunahelu St. Kailua, HI 96734, is a long marcher in the Alliance and has made substantial contributions to the AERA -Invitational Education Special Interest Group over the years. Thanks Melvin.

ASCD-IAIE Interest Network Update

Michael McElrath, Jamestown Public Schools, 350 East 2nd St., Jamestown, NY 14701. (Phone: (716) 483-4366. FAX: (716) 483-4356), coordinator of the ASCD Invitational Education Network. Network members share the mission to enhance lifelong learning and promote positive change in organizations. This network cultivates the personal and professional growth and satisfaction of educators and allied professionals.

IAIE Web Page

Dan Shaw, Nova Southeastern University, Ft. Lauderdale, FL, continues to upgrade and refine our invitational education website. If you haven't visited [HYPERLINK "http://www.invitationaleducation.net"](http://www.invitationaleducation.net) www.invitationaleducation.net lately, you may want to. The web site includes information concerning Invitational Education, state coordinators, membership information, conference details, online publications, clearinghouse from which one may order books. It also provides information concerning the Inviting School Award Program, "Invited" listserv, and current events.

American School Counselors Association --Invitational Counseling Interest Network

The Invitational Counseling Interest Network associated with the American School Counselors Association is alive and well. There is much we could do to build this interest network. If you have ideas and/or if you would like to be involved in developing this interest network, please contact: Paula Stanley, Director of the Radford University Center for Invitational Education, PO Box 7009, College of Education, Radford University, Radford, VA 24142 or call (540) 831-6509. Email: [HYPERLINK mailto:inviteru@radford.edu](mailto:inviteru@radford.edu)
inviteru@radford.edu Thanks.

American Educational Research Association-Invitational Education Special Interest Group-- Important Announcement

Tommie Radd, SIG Treasurer, College of Education, University of Nebraska at Omaha, 6001 Dodge St., Omaha, NE 68102, recently sent letters to IAIE members who are AERA members about paying 2002 dues.

The way AERA now works, IAIE SIG members need to pay Invitational Education SIG dues when we pay our AERA membership dues. Tommie sent SIG and IAIE members, who are AERA members, an addressed envelope and membership form. Dues are reduced to \$5.00 for one year and \$10.00 for two-year membership.

Publications

We highlight several books below that are available from the IAIE Clearinghouse. To purchase books, send a check or money order for the amount of the book (Virginia Residents add 4.5% sales tax).

Radford University Center for Invitational Education Clearinghouse
PO Box 7009, College of Education and Human Development

Radford University, Radford, VA 24142
Phone: 540-831-6509 FAX: 540-831-5059 Email: [HYPERLINK](#)
"mailto:inviteru@radford.edu" inviteru@radford.edu

NEW!!! Invitational Education Fastback: Invitational Education by John Novak and William Purkey. Phi Delta Kappa. Price: \$5.00

John Novak and William Purkey have co-authored a new fastback for Phi Delta Kappa. The fastback, "Invitational Education," is a 55-page booklet that is an excellent introduction to the framework and concepts of Invitational Education.

What Students Say to Themselves: Internal Dialogue and School Success by William W. Purkey. Corwin Press. Price: \$19.95

Purkey provides a clear explanation of the nature and significance of self-talk and demonstrates that the most important thing educators, parents and counselors can do is to help students eliminate counterproductive internal dialogue. With positive guidance from adults, students can learn how to talk themselves into success. In the book, Purkey describes the nature of the self-concept and how it influences and is influenced by internal dialogue.

The Inviting School Treasury: 1001 Ways to Invite Student Success by William Purkey and Paula Stanley. Price: \$32.00.

The Inviting School Treasury written by William Purkey and Paula Stanley and published by Brookcliff Publishers, is a handy desk reference offering over 1000 ways to encourage student academic achievement and avoid school failure. The book considers every aspect of life in schools and offers practical, ready-to-use strategies for making classrooms and schools a more exciting, fulfilling, and productive learning environment.

Invitations to Dialogue: The Legacy of Sidney M. Jourard edited by Ann C. Richards and Tiparat Schumrun. Price: \$21.00

Invitations to Dialogue, edited by Ann C. Richards and Tiparat Schumrun and published by Kendall/Hunt, highlights the significance of the contributions of Sidney Jourard to Invitational Education and human potential. Twenty exciting chapters present the insightful nature of Jourard's ideas as they relate to self-disclosure, self-esteem, and more healthful possibilities from human life.

The Journal of Invitational Theory and Practice

The Journal of Invitational Theory and Practice promotes the study and research of invitational theory and application. It publishes articles to advance invitational learning and living and the foundations that support this theory of practice, particularly self-concept theory and perceptual psychology. Authors should submit manuscripts in triplicate to the editor. If you have not submitted an article to the journal, please consider it. Use the American Psychological Association, 5th Edition Writing Manual in preparing your manuscript. The Journal accepts both conceptual and research articles. The Journal (ISSN-1060-6041) is published once a year, by the International Alliance for Invitational Education, School of Education, The University of North

Carolina at Greensboro, Greensboro, NC 27402-6171. Send manuscripts to Dr. Phil Riner, University of North Florida, 4567 St. John's Bluff, Jacksonville, FL 32216.

The Invitational Education FORUM

This biannual Alliance publication features member news, announcements and brief articles relating to the application of Invitational Education. It is a rich source of information about the Alliance and Invitational Education. Please send short articles, poems, essays, and membership information to: Dr. Paula Stanley, Director, The Radford University Center for Invitational Education, College of Education, PO Box 7009, Radford University, Radford, VA 24142.

Sue Bowen, Special Projects Coordinator, (csbowen@aol.com).

David Chapman, Inviting School Awards Program Chair, 2235 N. 11 St., Terre Haute, IN 46408.

Angel Devoe, IAIE Clearinghouse Manager, PO Box 26171, UNC-Greensboro, Greensboro, NC 27402.

Daniel Shaw, Webmaster, 3200 S. University Dr. Ft. Lauderdale, FL 33328.

William Purkey, Co-Director of IAIE, PO Box 26171, UNC-Greensboro Greensboro, NC 27402.

Phil Riner, Editor, Journal of Invitational Theory and Practice. University of North Florida, 4567 St. John's Bluff, Jacksonville, FL 32216.

Betty L. Siegel, Co-Director of IAIE, Kennesaw State University, 1000 Chastain Road Kennesaw, GA 30144.

Harvey and Mary Lynn Smith, Membership Chairpersons, 19 Cottage Rd., Colton NY 13625.

Robert Small, Co-Director, Radford University Center for Invitational Education, PO Box 7009, College of Education and Human Development, Radford University, Radford, VA 24142.

Paula Helen Stanley, Editor, Invitational Education FORUM, and Director of Radford University Center for Invitational Education, College of Education and Human Development, PO Box 7009, Radford University, Radford, VA 24142.

To join the Alliance, send check for \$35.00 to Mary Lynn and Harvey Smith, membership co-chairs, at 198 Cottage Rd., Colton, NY 13625 or the Radford University Center for Invitational Education. (Institutional rates are \$125.00 annually).

The Radford University Center for Invitational Education
College of Education
PO Box 7009
Radford University
Radford, VA 24142