

# *INVITATIONAL EDUCATION* **FORUM**

## **The Alliance Mission Statement**

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 developing untapped possibilities in all worthwhile areas of human endeavor.

Because the International Alliance for Invitational Education is dedicated to the perpetuation and enhancement of 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.

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*Inviting In The Rain: Addressing the Most  
Challenging Concerns in Education  
1994 International Alliance For Invitational Education  
12th Annual Conference*

*INVITING IN THE RAIN is the Conference theme. Presenters will focus on the most challenging concerns in society, including violence in schools, professional burnout, community involvement, drug and alcohol abuse, and interpersonal conflict. These and other concerns will be addressed by applying Invitational Education to the most difficult problems of this decade.*

*Charleston, S. C. and its internationally famous historical district will host the 1994 International Alliance For Invitational Education Conference. The meeting will be held on Friday and Saturday, November 18 and 19, 1994 at the classic Omni Hotel.*

*Lying 290 miles east of Atlanta, 250 miles north of Jacksonville, and 500 miles south of Washington, D. C., Charleston's central location makes it accessible from all points. The Charleston International Airport is just 12 miles north of the Omni Hotel and is served daily by five major airlines. Connecting highways include I-26 and Highway 17.*

*No other city offers so much to do, so much to enjoy, in so beautiful a location. Take a horse-drawn carriage ride down centuries-old cobblestone streets lined with Southern jasmine and towering oaks. Visit old homes and fascinating museums. Or head for the beach and enjoy 65 miles of white sand. And don't forget worldfamous golf courses, deep sea fishing, and tours of historic Fort Sumter.*

*The Omni Hotel is considered the premier hotel in the southeast. The 443 guest rooms and the grand ballroom seating 1,500 will leave you breathless. The Omni is located in the very heart of historic Charleston with everything at your fingertips. Within easy walking distance are rows of unique shops, celebrated restaurants, and open markets.*

*For registration & tails, please write: Conference Director, C/o The International Alliance For Invitational Education, School of Education, University of North Carolina at Greensboro, Greensboro, NC 27412.*

*We are looking forward to the pleasure of your company next November 18 -20.1994.*

## Editorial Greeting.....



Welcome at long last, to Spring!! We need a break from the cold, wild winter of 1994! This edition of the Forum contains information and ideas that we hope you will find useful. A special note of information concerning our 1994 Annual Conference to be held in Charleston, SC, November 18 and 19, 1994. This promises to be a special conference which focuses on some of the most challenging issues of the day. The theme is "Inviting In The Rain:

We always encourage ideas from our members.. Please use the following format to share your ideas:

1. We usually publish articles that are 2-3 pages in length. Longer articles may be forwarded to the Journal of Invitational Theory and Practice, c/o Dr. John Novak, College of Education, Brock University, St. Catharines, Ontario, Canada L2S 3A1.
2. We publish articles that focus on theory and practical ideas that have worked for you.
3. We publish articles that focus on colleges, community agencies, schools and other human service organizations.
4. Editorials are welcome.
5. Please type your article and send a copy on a computer disk if you use a MacIntosh computer. If you do not use a MacIntosh computer, send the article.
6. Individuals will receive extra copies of the Forum in which their article appears.

We welcome your thoughts and ideas. Send articles to:

Paula Helen Stanley, Ph.D., LPC  
PO Box 6994  
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Radford University, Radford, VA 24142. Telephone: (703) 831-5214. FAX: (703) 831-6053.

*A teacher affects eternity; he can  
never tell where his influence stops.*

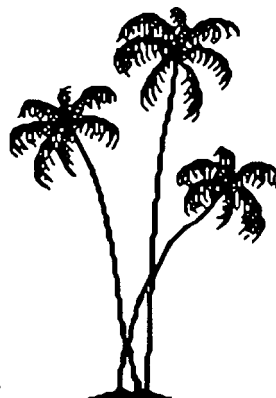
Henry Adams, 1907  
The Education of Henry Adams

## Feature Articles.....

Articles featured in this edition of the Forum focus on practical ideas that can be used in many settings. These articles will present approaches to conflict resolution and the value of

*brainstorming, organizational renewal, and other practical ideas. First we feature an article by Cheryl Stehle, Hilton Head, SC, who gives us a personal tour of Charleston, SC, the site of our 1994 Alliance For Invitational Education Conference.*

CHARLESTON, SOUTH CAROLINA:  
COME TO OUR 1994 CONFERENCE  
BY THE SEA, NOVEMBER 18 & 19, 1994



The Charm of Charleston:  
A Most Inviting City

Dr. Cheryl French Stehle  
Hilton Head Island, SC 29928

Welcome to Charleston! This is South Carolina's oldest and most charming city. AS home to the 1994 International Alliance For Invitational Education Annual Conference, Charleston is an exciting and delightful destination.

Picture lovely gardens, lacy ironwork, cobblestone streets, the warm glow of gas lights, and the charm of quiet fountains hidden within secluded courtyards. Imagine gracious Colonial-style homes, cozy little restaurants, and distinctive antique shops. And if you love to walk, Charleston is your kind of place.

Our location couldn't be more perfect. We'll be staying at the Omni Hotel at Charleston Place on Market Street between King and Meeting Streets. The Omni is the classiest act in town and you'll be within easy walking distance of nearly everything this glorious city has to offer.

Rooms at the Omni are definitely in the luxury category. Gracious and inviting, each one features period reproduction furnishings. Pale rose ones provide a soft and pretty background and the total look is both attractive and restful. And you'll need plenty of rest, because there's so much to do!

Even if the temperatures outside are in the chilly range, you'll delight in **45-foot** stainless steel indoor pool and the huge jacuzzi which overlooks downtown Charleston. What an inviting spot! What a grand place to unwind and relax with friend--both old and new. After a quick trip to the steam room and saunas, you'll be ready for a big night out on the town.

This is where Charleston really shines. Prepare for culinary celebration. Fabulous food is a Charleston legacy. The Omni offers several very attractive restaurants but do try some of the more trendy spots in town. Right now Magnolias is hot as is Carolina's Restaurant Million is wonderful but expensive--and we all need to splurge from time to time. If you love Sunday brunch, try the Barbadoes Room up the street at the historic Mills House. Dating back to 1853, the Mills guest register includes the names of Robert E. Lee, Theodore Roosevelt, Princess Caroline, Hal Holbrook, Elizabeth Taylor, and Beverly Sills. The Mills reflects plenty of old world grace

and charm and prides itself on true Southern hospitality. Sit back, relax, and enjoy this Charleston's "legend."

No matter what, find a way to spend an extra day or so either pre-or post-conference. Charleston offers wonderful walking tours and you'll fall in love with the many old churches the city proudly claims. The Gibbes Museum of Art is a treasure; bring along a credit card and plan to get a jump start on your Christmas shopping because their gift shop offers a vast array of unique merchandise.

If at all possible, get a group of old and new friends together for a tour of Middleton Place Gardens, House, and Stableyards. Laid out in 1741, this historic plantation includes sweeping terraces, lovely lakes, and some of the most beautifully landscaped gardens you'll ever see. Take your camera---photo opportunities abound.

Frankly, while all of this does sound almost too good to be true, there is a negative. The real problem with Charleston is amnesia--it makes you forget about everything back home. And, as we all know, adjusting to reality can be challenging!

See you in Charleston--y'all come. (And that's an INVITATION!)

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***Cheryl Stehle is an educator in Hilton Head Island, South Carolina, a long-time member of the Alliance, and a distinguished writer for resort magazines.***

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## Are You Sure You Want To Invite?

William B. Stafford  
Bethlehem, Pennsylvania

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In the comedy movie, Four Seasons, one of the lead characters, Jack, has been trying to find an appropriate time to inquire why his friend Nick seems so depressed. After a lengthy, and somewhat awkward prologue, Jack reminds Nick they are close friends of long standing and they can share anything with one another.

Nick responds by indicating that his marriage has not gone well, and he is thinking of leaving his wife. At this point, Jack becomes angry with Nick's "easy" solution as being immature and irresponsible. Nick is angered by Jack's response, and reminds Jack it was he who invited Nick to share what was bothering him. A familiar scenario? White it may make for good comedy, perhaps part of the reason it is comedic is that we can identify with *both* characters because many of us have been there!

We have all walked through the maze of the risks involved in extending invitations to others, but the greatest risk is that the invitation might be accepted by the person with whom we are interacting. Your immediate reaction might be, "But that's what we want, isn't it?" Consider for a moment the responsibility that comes with an accepted invitation. In extending an invitation to another, I am making a personal commitment that I *will be there* for that other person, and I am giving that person permission to make demands upon my time, energies, and talents. My concern is that I may get so caught up in the mechanics and strategies of extending invitations that I do not consider the tremendous responsibility I am telling the other person I am willing to assume if they do accept my invitation. Worse yet, I may not understand the nature of the commitment I am making by extending the invitation, nor the **perception** of the commitment by the person being invited.

In the highly controversial movie, The Last Temptation of Christ, an ambivalent Jesus

reflects before he is to speak to the first assembled crowd. In his mind he agonizes, “What if I say the wrong thing?” This is almost immediately followed by the very real panic of the alternative thought, “What if I say the RIGHT thing?” An overwhelming sense of responsibility sweeps over the reluctant messiah, as he agonizes his decision.

So, what does it matter if the person accepts an invitation when I did not expect it? The problem is that, if the invitation is accepted along with its attendant expectations of me, and the expectations are more than I am willing to assume, then I may become a lethal presence in the other person’s life because I turned out to be no different than many others he or she may have already encountered. “Oh excuse me. That isn’t what I really meant by my invitation. Don’t take me too seriously.” Will the other person become angry, hurt, and disappointed because he or she took a risk in accepting, only to find the invitation was conditional or even worse, a pretense?

A client recently told a counselor how difficult it was to trust after being hurt and disappointed so many times. The client had been in counseling with other counselors, all who said the “right” words, but who did not deliver. Now, in a session where counselor and client were recapping what had taken place in their interactions, the client in essence said:

At first I thought you would be like the others who said they cared about me and my concerns. But I saw them looking at their watches every five minutes or so, making sure the 50 minutes weren’t up. You said you would be there with me when I needed you, and I had to test you. Remember those phone calls at 2:00 and 3:00 in the morning? You were there, and I came to depend upon that because you never let me down. You took me seriously, and because of that, I was able to look at things that used to scare me. We were able to walk through some tough issues together because I trusted you with things I have never been able to tell anyone else. I knew you would stay with me. The others were phony, and I was beginning to believe there was nobody I could trust to hear me. I found myself pulling into myself more and more, thinking I would never take the risk of trusting another person or counselor again because they were too frightened by the things that really scared me.

While my perspective is that of a counselor, it takes no stretch of the imagination to translate this to any inviting relationship. We, who are locked into the invitational mode, put so much emphasis on **how** to invite another that we may overlook the more basic issue of whether we really **want** to invite; whether we really want the responsibilities that come if the other person accepts our invitation.

The next time you are engaged in the process of extending an invitation to another, I suggest you ask yourself what are the ramifications for you if the other accepts, and then ask yourself, if you really **want** to invite. The conclusion, I think, is that as you consider invitational theory and you begin to understand the “rules” of the process, you need to ask if you really want to invest in the commitment that comes with inviting. My own thoughts are that it is better NOT to be an inviter unless you are willing to accept the commitment, for without that commitment, you may become another unintentional disinviter and a harmful presence in the life of the other person.

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***Dr. William Stafford is one of the founding members of the International Alliance for Invitational Education. He recently retired from Lehigh University and is in private practice as a counseling psychologist.***

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## Return To Mad Mountain

William Watson Purkey  
 Department of Counseling and Educational Development  
 University of North Carolina at Greensboro  
 Co-Founder of the International Alliance For Invitational Education

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The November, 1993 Forum published the article entitled “Climbing Mad Mountain: How to be inviting in challenging situations” (Purkey, 1993). It suggested that allowing angry individuals, to “climb mad mountain ,” to fully express their feelings, without interruption, helps to ameliorate their anger. When an angry person is prevented from climbing mad mountain, he or she will retreat down the mountain, pick up more angry energy, and hit the mountain again, this time with added fury. This backing up and charging can escalate negative feelings indefinitely if the person is blocked in his or her efforts to express feelings.

When an angry individual is allowed to climb to the top of mad mountain without interference, he or she will signal arrival at the top by pausing to catch his or her breath, slowing down with gestures, voice, mannerisms, and seeking affirmation and understanding. These arrival signals indicate that the angry person has vented his or her feelings and is now ready to travel down the other side of the mountain to a more reasonable attitude and posture. This downward trip is the time for practitioners of the invitational model to paraphrase what the angry person has expressed, answer questions directly, explain fully, and accept the angry person’s feelings (acceptance does not mean agreement). It may also be a time, where appropriate and caring, to offer apologies or to redress grievances. This article is to identify barriers to climbing mad mountain by using a typical classroom situation.

As an example, a student is very upset because he or she received a low grade on a test. The student approaches the teacher and complains loudly and bitterly about the perceived injustice. The following behaviors are examples of ways that the teacher prevents the student from climbing mad mountain and thereby adds fuel to the fire:

<u>Blaming:</u>	“Well, it is really your fault that you received the low grade.”
<u>Trivializing:</u>	“One low grade won’t make that much difference in your GPA.”
<u>Interrogating:</u>	“Why did you not study for this test?”
<u>Diagnosing:</u>	“You are raising your voice because you are upset.”
<u>Threatening:</u>	“If you don’t calm down I’ll put you on report.”
<u>Placating:</u>	“I am so very sorry that you are upset.”
<u>Lecturing:</u>	“It is time for you to take responsibility for your work.”

These and other barriers to conflict resolution have been described by Lieberman and Hardie (1981). By recognizing that angry individuals want to be heard, and by allowing them to climb mad mountain without hinderance, practitioners of invitational education are in a good position to help the person travel down the other side and to be inviting.....even on mad mountain .

### References

- Lieberman, M., & Hardic, M. (1981). Resolving family and other conflicts: Evervbody wins. Santa Cruz, CA: Unity Press.
- Purkey, W. W. (1993). Climbing Mad Mountain: How to be inviting in challenging situations. Invitational Education Forum, 14, 2. Greensboro, NC: University of North Carolina at Greensboro.

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“I KNOW IT WORKS, IT JUST TRIED IT

**(BRAINSTORMING IN ACTION)**

Julian Hertzog, Ph.D.  
William Woods University College For Women

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As a college teacher you sometimes get away from some of the tried and true but creative methods of teaching as you search to new ways to invite learning. Many times when my brain draws a blank, I return to the Forum to discover from others, who are also trying to be “invitologists,” some new as well as old methods that will work in the classroom. This continual searching for ideas that will invite discovery, invite learning and invite self reliance keep the classroom alive. Brainstorming is one of those methods that I needed to return to in order to invite learning. In my Child Growth and Development class that is exactly what I did. Trying to get away from standard lecturing and working more towards application, I decided to present my students this question:

***Pretend that you are the parent of a young child unless of course you are one, a parent that is. It is a rainy day, the toys are locked up by the Grinch and you have no money to buy new toys. Search your home or dorm room for at least 12 safe and interesting objects that can be used for play.***

A student’s mind is truly amazing when it is set free without the confines of time, pressure and evaluation. I was so impressed by the results that I needed to share with others how creative students can be when ~~invited to do so~~ **invited to do so**. I list of safe and interesting objects that can be used for play found in a house or dorm room that my students generated. I invite you to think of any others to add to this list. Through the process of brainstorming, this list was developed by the 1994 Spring Term Class in Psychology 309.

1. ***Give the child pots or pans and a wooden spoon to make music.***
2. ***A hairbrush can be used as a microphone to sing along with music.***
3. ***Use mom’s and dad’s old clothes, shoes, and accessories for dress-up.***
4. ***Use keys to pretend to use them to drive a make believe car or shake them to make noise.***
5. ***Use an old telephone or extra telephone to have conversation (please disconnect).***
6. ***Camera without film to take imagery pictures or let them take pictures for “A day in the life.”***
7. ***Use old kitchen dishes and cups for a tea party.***
8. ***Use knicknacks that are non-breakable and non-valuable to play store.***
9. ***Sofa cushions can be used to make a neat hideout.***
10. ***Large blankets to use with chairs or a card table for a cool fort.***
11. ***Flashlights make “finger puppets” in a dark room and you can twirl it around.***
12. ***Fill the kitchen sink 1/2 full with water and give the child measuring spoons, measuring cup, cup, dish cloth, turkey baster, spray bottle, and empty dish detergent bottle to play with in water,***
13. ***Use old art stuff: old magazines, scissors, glue, crayons, markers, and coloring books. Make projects out of magazines (collages), empty egg cartons (caterpillars) and empty paper towel rolls (telescopes) or (looking glasses).***

14. Use Cheerios, Fruit Loops or dry macaroni to make collage or necklace with yarn.
15. Dig out old Christmas ornaments that are non-breakable and "in figures" that the child can play with.
16. Books with pictures to look at or simple ones to read together.
17. Could also use books to build a tower.
18. Empty food for dog food containers, etc., to use to play grocery store with.
19. Use a calculator or adding machine for grocery store or you can press the buttons and watch the number change and some have graphing screen so they can watch graphs being drawn.
20. TV videos, cartoons, Sesame Street, Barney, educational shows to watch together. The key is together.
21. Use the computer to practice writing skills, play hangman, etc.
22. Make playdough with the child using flour, water, and food coloring.
23. Make ants on a log with celery, peanut butter, and raisins.
24. Bake cookies.
25. Use pots to wear as different pretend hats.
26. Use pots for pretend cooking.
27. Paper towel rolls make musical instruments and then have a concert.
28. Sheet make tents, play Native Americans, Teepees, or make a fort or pretend camping.
29. Do Origami with used paper.
30. With a deck of cards build a castle or house.
31. Newspapers make hats or boats and you can play pirates.
32. Socks make pretend puppets so do paper bags.
33. Use shoe laces for cat cradle games.
34. With cardboard boxes children can have fun building play houses and put holes for windows and doors to crawl through.
35. Use a set of 10 plastic cups and grab a ball, if not try an apple or orange and bowl.
36. Play with mom or dads make-up (probably this needs direct supervision).
37. Play with the remote control, kids are amazed by buttons.
38. Trash cans and paper without a basketball or a goal--you can still play basketball.
39. Play cards--Old maids, Fish, or make up a game.
40. Jump on the bed.
41. Play with the clock or learn time, play beat the clock.
42. Typewriter can type different words.
43. Using the answering machine the child can record voices and listen to their sounds.
44. Put on tapes and have a dance concert.
45. Play with refrigerator magnets or learn what magnets cling to.
46. Use CD's to build things.
47. Use shaving creme to spray on table to make pictures.
48. Poker chips and large cup to throw chips in cups.
49. Roll of toilet paper for doing mummy wraps.
50. Spray bottle for water fights and playing cowboys.
51. Large cupboard tubes for telephone or swords.
52. Play with the dog, teach it something.
53. Make paper mache.
54. Have a flour water fight or make a mummy or ghost.
55. Get out the toothpicks. If you have a shag carpet you can make huge pictures on the floor by sticking the toothpicks through a loop in the carpet (that anchors it down).
56. Get out a sleeping bag, climb in headfirst, stand up --you play a sort of Marco Polo game of tag.
57. Find a rock or two and give the rocks names. Before long your pet rock has a family and shoebox house and a matchbox car.
58. Make a necklace out of old buttons.

59. **Choreograph a dance.**
60. **Put on a play.**
61. **Draw a dream.**
62. **Use laundry baskets to sit on, hide in or build with.**
63. **Build things with ice cubes and then watch it melt.**
64. **Get out the tupper ware and match color with color or size and/or stack.**
65. **Fold clothes into different patterns.**
66. **Play shark. Everybody gets on the couch and the surrounding carpet is water that is infested with sharks. The point of the game is to get from furniture to furniture without getting caught by the sharks.**
67. **Play school or school teacher with books and stuff.**
68. **Curlers--can play with hair and fix it in different styles with barrettes, rubber bands, and other things.**
69. **Use pipe cleaners to form stick people, houses, animals.**
70. **Cut out people and make a family.**
71. **Large grocery sacks can be decorated.**
72. **Play the hot-cold game by hiding objects.**
73. **Use a lazy-boy recliner as a space ship.**
74. **Make facial expressions in a mirror.**
75. **Tape balloons on the ceiling fan and turn it on.**
76. **Use the couch and pretend it is a ship.**
77. **Use stuffed animals as a zoo.**
78. **Stack and decorate shoe boxes.**
79. **Use a empty paper towel roll and a ball of aluminum to play baseball.**
80. **Can goods are good for building forts and towers.**

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*Dr. Julian A. Hertzog is Professor of Education and Psychology and Interim Chair of the Psychology Department, William Woods University, 200 West Twelfth St., Fulton, MO 65251, Dr. Hertzog was a student of Dr. Purkey's at the University of Florida.*

***In every child who is born, under no matter what circumstances, and of no matter what parents, the potentiality of the human race is born again: and in him, too, once more, and of each of us, our terrific responsibility toward human life.***

James Agee, 1941  
Let Us Now Praise Famous Men

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## Twenty Blueprints To Make Your School The Most Inviting Place In Town

William Watson Purkey and Friends  
University of North Carolina at Greensboro

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The following ideas are practical examples of how the “Blue & Grange” metaphor can be transformed from theory to practice in most schools. Remember “blue cards” are interactions, events, or actions which help promote a positive self concept. They are encouraging and are based on high expectations. “Grange cards” are interactions, events, or actions which are humiliating, demeaning, or hurtful (intentionally or unintentionally).

1. Blue Day. Have a special day where everyone in the school wears blue to be a reminder to treat one another with respect, warmth, and politeness.
2. Blue Chalk. On a special day of the school year, every teacher in the school uses blue chalk. At the end of the day, teachers give the chalk to students to serve as a reminder of respect for others.
3. Blue Can. A standard classroom trash can can be sprayed blue. Custodians select the neatest classroom each week. The winning class gets to keep the can for one week. The classroom winning the can the most times during the school year gets to “retire” the can and gets a special treat at the end of the school year,
4. Blue Melodies. Play classical and semi-classical music during lunchtime. If students cannot hear the music, they are being too loud.
5. Blueberry Muffins. Serve blueberry muffins at faculty meetings and other occasions to remind everyone to have a “berry good time.”
6. Blue Links. Fold strips of blue paper into a link. Each link is inscribed with a student name. The links form a chain throughout the school.
7. Blue Pass. Pass rewarded to a student for effort or achievement that allows the student to leave class early.
8. Blue Banner. Blue posters and banners are placed around the school with “inviting” messages.
9. Blue Route. Paint a special walking trail around the school (with footsteps painted) to encourage faculty, staff, and students to walk a mile or more during the school day.
10. Blue Notes. Send notes home to parents commending their student’s performance or improvement.
11. Blue Branch. Designate a special “Blue Table” in the school cafeteria (dining room) that is beautifully decorated with blue china and silverware for special recognitions (most improved, best behaved, etc.)
12. Blue Plate Special. Ask the school cafeteria to provide a special low-cal meal for those who are trying to lose weight.
13. Blue Beginning. Start each school day with a positive message through the intercom or P. A. system.
14. Blue Bill. Tape a dollar bill to the bottom of a chair before each faculty meeting. The teacher in the lucky chair receives the bill.
15. Blue Parking. Paint a coveted parking space blue and hold regular drawings for the space at regular faculty meetings.
16. Ima Blue. Create a mystery faculty member who sends notes and small gifts to colleagues. Ima should have her own mailbox to receive mail, and her name should

appear on all school rosters.

17. Blue Cross. The principal visits any student who is in the hospital. (Faculty and staff keep the principal advised of illnesses).
18. Blue Line. Tape or paint a blue line across the school entrance doorway to remind everyone who enters of the Blue & Orange Metaphor.
19. Blues Brothers & Sisters. Organize a signing group to sing “blue songs” at faculty, PTA, and other meetings.
20. Blue Hunt. Plan a surprise scavenger hunt at a faculty meeting. Assign teams, provide one list per team, and while teams are searching for “blue” items within the ten minute time period, announce each passing minute over the P. A. system. Have prizes for everyone.

With a little imagination and time, most school faculties can come up with their own great ideas about how to apply the “Blue & Orange” Metaphor. After all, who wants to arrive at school D. O. A.: Deadly Orange Attitude?

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## The ABC's of AIE

Kate E. Asbill  
New Mexico

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**Achievement**--Academic achievement can be improved through enhancing self concept.

**Behavior**--People behave according to how they see themselves and their situations.

**craftsman**--Become a skilled craftsman at using the Invitational Education technique. The better you do it, the more invisible it becomes.

**I&liberate**--Develop a deliberate plan of action to raise the self concepts of your students.

**Eternity**--Teachers Tough Eternity--An educator never knows how far reaching their influence will be.

**Fear of Failure**--Research shows that “afraid to try” is the biggest reason for failure in most people. When students have good self-images, they will be able to risk failure and not be afraid to try. “I can” is just as important as I. Q.

**Good**--Be a good-finder in yourself, others and situations.

**Human Potential**--Human Potential, though not always apparent, is always there waiting to be discovered and invited forth.

**Intentionality**--Intentionally invite yourself and others both personally and professionally.

**Justify**--Never justify disinviting behavior.

**Kindness**--Treat others with kindness.

**Love**--Lift others up with your love.

**Messages**--Invitations are messages--formal and informal, verbal and nonverbal that bid students to see themselves as valuable, responsible, and capable of learning, and to behave accordingly.

**Need**--Humans need invitations the way flowers need sunshine.

**Optimism**--Optimism is contagious, spread it wherever you go.

**Praise**--Praise is a people changer.

**Question**--Ask yourself this question--“What invitations can I send today to make this world a brighter place?”

**Respect**--Relate to others respectfully and caringly.

**Schools**--Schools should be the most inviting place in town.

Trust--Develop a consistent stance so people can trust you to always behave in a dependable and inviting manner.

Unique--Recognize and nurture unique talents and abilities possessed by the children in your class.

Value--Ideas are of no value until they are committed to action. Invitational Education is a valuable theory of practice.

men?--When in doubt--to send or not to send invitations--Send, Send, Send!!

Example-Exemplify intentional invitational living.

yourself--Take care of yourself. It is difficult to invite others if we neglect to invite ourselves.

Zest--Live life with zest! !

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***Kate Asbill, Box 12, Cloudcroft, NM 88317, is a school principal in New Mexico. She was conference coordinator for the Southwest Invitational Education Conference in Cloudcroft, New Mexico and a long-term member of the Alliance. Some members may recall Kate as the "Apple Lady" and "Silverado" at recent Alliance conferences.***

*Life is not an exact science, it is an art.*

Samuel Butler

Note-Books

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## A COMMUNITY COLLEGE AND INVITATIONAL THEORY

Tom Busnarda & Valerie Grabove  
Niagara College, Ontario Canada

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The Situation:     ***\*An aging faculty; many have been with the college since it opened in 1967 and are nearing retirement;***  
                           ***\*A changing student population creating the need for an increasingly responsive and resourceful approaches to teaching and learning;***  
                           ***\*A sense of a general malaise and apathy among many faculty.***

Serving the Regional Municipality of Niagara (population 390,000), Niagara College is one of 23 Colleges of Applied Arts & Technology (CAAT) in the province of Ontario, Canada. A medium-sized college with campuses in three cities in the region, Niagara College has seen its full-time enrollment increase by 42% during the past four years to more than 5,000 students; part-time enrollment is over 27,000 students. Three years ago, major changes at the senior level of administration of the college ushered in, what we feel to be, a major change in administrative philosophy, one that is more consciously focused on growth, flexibility, change, and staff involvement. Faced with harsh economic realities and a history of "scientific" management, the current administration has stated that "our people are our greatest strength and thus our commitment to staff development has been a key, and continuing focus" (Annual Report to the Minister, 1993, p.4).

Despite the realities of decreased funding for post-secondary education in Ontario, faculty renewal and the associated financial costs have been recognized as intrinsic for the overall quality

of education. Attesting this is the fact that Niagara College was nominated recently to receive the “Outstanding Institution Award,” presented annually by the National Council for Staff, Program, and Organization Development. Niagara College 101 (NC101) is a professional development activity representative of the college’s objective to promote staff participation in directing teaching and learning at the college and the basis for discussion.

NC101 consists of a series of retreats that, while designed for **the** whole college community at Niagara, were initially focused on the college faculty. Three years ago, the new vice-president of academics approaches one of the authors with his concerns about the lack of faculty support for the customer service program being offered for college employees. The customer service program was a required activity for all support staff at the college and optional for faculty. By their non-attendance, faculty clearly demonstrated their perception that the customer service program was not relevant, meaningful, or necessary for the day-to-day needs and realities of college teaching. This was confirmed through a series of informal discussions with various faculty. One of the recurring themes of these discussions, while congruent with the customer service model, was that something was needed that more closely related to and reflected the realities of college teaching and learning.

Fourteen professor representing a variety of departments and the three college campuses were invited to discuss professional development at Niagara. Underscoring these beginning discussions was a recognition that student success and retention were directly linked to faculty development and the ongoing creation of a humanistic environment. As a result of these initial discussions a steering committee was formed to address these issues. The professional development program, NCIOL, was created.

The project was created to empower faculty by providing an opportunity for direct and immediate ownership of, what we hoped would be viewed as, an important professional development activity. While traditional seminars and workshops led by “experts” have their place in building new skills and teaching methodologies, we wanted to create something which would bring colleagues together in a special way and address issues of importance that pertained to our collective experiences at the college. We identified that invitational theory provided a theoretical heuristic for what we envisioned; using the tenets of invitational theory, we began to structure our professional development plan, NCIOL. Intrinsic in our thinking is that “The inviting process, like fine jazz, centers around sharing, respect, and creativity” (Novak, 1991, p. 84).

More than 100 support staff, administration, and faculty have participated in the three day retreats, so far. We will be running our seventh and eighth retreats this spring. After attending NCIOL, each person is expected to invite three new participants, and so we have continued to grow. As well, past participants are encouraged to become involved with the steering committee, with the chair and committee membership changing each year.

NC101 has been a resounding success! Recently our senior administration emphasized the integral role that the program has played for enhancing the culture of our college. The feedback from participants; the evolution of the program and the steering committee; the sustained commitment and support of the college administration; the noticeable changes in involvement and connectedness of participants; and the many projects that have resulted from the retreats all attest to the processes of renewal and community that we see stemming from NCIOL.

We feel the following are essential for understanding the successes that we attribute to NCIOL:

(1) Providing a neutral setting that invites participation and an open exchange of ideas, while providing beauty, relaxation, clean air, space, fine food, and friendly staff, (2) insuring an opportunity for leisure activity and social activity to develop openness and trust, (3) recognizing equality among participants in working sessions, rather than having leaders.

In addition and in closing there are three assumptions of NC101 that we feel characterize our learning and understanding of putting invitational theory in practice:

(1) the intrinsic value of providing opportunities for reflective dialogue and inquiry that involves all interested stakeholders and is focused on the five p’s of invitational theory;

- (2) the believe that the hope and visionary nature of invitational theory needs to take its grounding from contextual realities;
- (3) the understanding that his is a minimalist approach grounded in shared practices and focused on everyday experience.

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***Tom Busnarda and Valerie Grabove teach at Niagara College in Ontario Canada. They have also developed a workshop entitled, Niagara College 101.***

*It is easier to love humanity  
than to love your neighbor*

Eric Hoffer, 1967  
Interview with Eric Severeid, CBS

## AVOIDING THE ABYSS: TAKING CARE OF ONESELF

Paula Helen Stanley  
Radford University

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Being a helping professional is rewarding, challenging, and fulfilling, and with any luck pays the bills. Few people enter counseling or teaching to accumulate wealth, at least of a monetary sort. But there is much wealth to gain, of course, by working with children or adults in a way that helps them fulfill more of their potential. We gain wealth by leaving a legacy of invitations extended to others who then are likely to extend invitations of their own to others. Extending ourselves in the service of others, no matter how fulfilling, takes its toll and requires us to learn ways to regenerate our own energies--to take care of ourselves and avoid "compassion fatigue" or burnout.

#### The Four Comer Press

The Four Corner Press (Purkey & Novak, 1984; Purkey & Schmidt, 1987; Purkey & Stanley, 1991) provides a useful paradigm for examining the manner in which we care for ourselves amidst the commitments we have made. We can examine our lives in terms of four components of living: being personally inviting with self, being personally inviting with others, being professionally inviting with self, and being professional inviting with others. This article will focus on the first two components: being personally inviting with self and being personally

inviting with others.

### Being Personally Inviting With Self

According to invitational theory, being personally inviting with self means that we treat ourselves with respect, trust, optimism, and intentionality. We listen to our physical and emotional self as well as to our intellect and moral self. We choose to be interdependent not dependent or totally self-sufficient.

### Finding Fun Things To Do

We find times to do things we consider to be fun and that help us focus our attention in ways that rejuvenate us. We can forget for the moment that deadline or responsibility that requires our presence. We can experience the joy of accomplishment in successfully planting a small garden or bicycling. We can enjoy with all of our senses the wonders of the world, such as sunsets, beaches, or the faces of our children. When it is time to return to our responsibilities as professionals, we are rested and ready to focus on the tasks at hand.

I hope that one day I will find some pursuit that I enjoy as much as my grandfather enjoyed fishing. Until the day my grandfather died at the age of 82, he would go fishing by himself in a small flat boat during the day or at night. He did this all of his life and became very good at it. It was just as important to him as his occupation.

### Developing A Healthier Self

Many behavioral scientists propose that much of our unhappiness in life can be attributed to a lack of self understanding. To being personally inviting with self may mean developing a better understanding and acceptance of self. Gould (1978) in Transformations, suggests that the task of adulthood is to develop more tolerance for self and others and to become more authentic in our relationships with self and others. Our goal in life becomes one of developing our true nature rather than desperately striving to achieve status and power as a means of obtaining self worth. Developing our true nature is founded on the ability to be aware of our feelings and needs.

Miller (1990), Homey (1946) and others propose that many of us live partial lives because we are unaware of what our real feelings and needs are. We lack an inner compass to guide our behavior. Instead of using our feelings as guide, many of us behave in order to manage others' impressions of us, whether it be a parent, spouse, significant other, or employer. Without awareness of our feelings we behave much like a leaf in the wind--moving from one place to another depending upon the direction of the wind. We live to impress others.

Miller (1990) and others suggest that we learn to bury our feelings in childhood. Many children are taught to deny or to consider some feelings to be wrong or disrespectful. Some children learn it is not acceptable to express their sad feelings--it may upset a parent. Others learn that anger should not be expressed or that they should avoid conflict. Some learn that fear is to be suppressed or repressed because it is considered a sign of weakness. Others learn to squelch their joy because it seems too selfish or self-serving.

Children who learn to deny their feelings may grow up to be adults who have difficulty being aware of and accepting their feelings. It is difficult to be personally inviting with ourselves and others, if we don't know what we like, what we want, or what we feel. We are likely to make choices that are not in our best interests.

In our ever changing world scenario, it may be more difficult to determine how to define ourselves. How can we keep up with the changes in society and the challenges to our sense of self in the world. Robert Jay Lifton (1993), in The Protean Self, describes how we might find meaning in the continuously evolving world scene and develop a new relationship to self--a self with more fluid boundaries than in the past.

## The Protean Self

Lifton (1993) describes the *protean self* which has emerged as a creative solution to the climate of fragmentation and rapid changes in the 20th century. In his view, the self has been exposed to the lessons of constancy and stability, but faces the reality of constant shifts and sudden changes in the world as it now exists. He suggests that the protean self, named after the Greek sea god Proteus, is more fluid in its boundaries and adapts to the fragmentation of society by lubricating experience so it can be assimilated. Lifton (1993) suggests that

irony, absurdity, and humor enable the protean self to 'lubricate' its experiences and to express the absence of 'fit' between the way the world presents itself and the way one actually feels about it (p. 6).

Lifton also proposes that individual selves are more resilient than we think. Evidence for this resilience is seen in the courage of individuals who helped take down the Berlin wall and the events in Russia, and the stand in Tennamin square. This resilience is also seen in individuals who overcome personal tragedy by transforming themselves and finding meaning in their suffering. They use this meaning to make a contribution to the suffering of others, such as working to prevent the abuse of children.

Lifton interviewed a 70 year old judge whose family background he described as “a family that never read books, a strange Jewish family...an ugly, lower-depths, empty kind of family” (p. 137). He described his father as “brutal...really quite horrible man” (p. 137) who physically abused his children and wife. When this judge was asked how he survived his childhood he said, “I told myself stories.” He wrote poems and creative stories. He considered one of the most “memorable things of my life” was something an English teacher said to him. She said “you’re one of the only two or three people I would ever have advised to try making a career as writers.” He went on to say “school was a refuge for me..here and there a teacher would take some interest in me.....” (p.138). This judge was a young boy who had his moments of despair and doubt but became a well known lawyer and leader in advocating human rights.

In summary, to be personally inviting with self means to learn to listen to self; to develop a greater awareness of one’s feelings (if one has difficulty with that); to accept and respect one’s feelings as a natural part of life, and to strive for greater authenticity. We can then behave intentionally to express ourselves in a way that communicates our real selves to others--with a sense of vitality. As someone once said, it’s hard to have a relationship when only one person “is present.”

## Being Personallv Inviting With Others

Few would challenge the idea that we live in an intricately webbed system of other human beings. Our existence is defined, in part, by our relationships with others. Invitational theory proposes that our relationships with others provide a context for our lives and affirmations of who we are and what we experience.

There are many kinds of relationships we can have with others. Judith Viorst (1986) in Necessary Losses, notes that there are convenience friends, historical friends, crossroads and cross-generational friends, and friends who come when you call at two in the morning. She also maintains that friendships are “imperfect connections” (p. 175). Friends sometimes disappoint us or we misunderstand them, but the friendship still remains.

There are also myths concerning relationships which some of us believe to some degree. These include:

1. Others won’t like or respect me if I disagree with them.

2. Others must always like me.
3. I must have someone stronger to lean on.
4. If people really knew me they would not like me.
5. It is terrible to be alone. I must have others around at all times.
6. I don't need anybody.
7. It's wrong to ask for what you want.
8. If people like you they will always behave the same way with you.
9. You can have too many friends.
10. Friends never disappoint you.

Few would contest the fact that life is more enjoyable when we have relationships with others. Through these relationships we can give and receive caring, concern, support, and fun. W existence matters to someone, in addition to ourselves. To be personally inviting with others means we work to develop relationships and then to maintain them. We extend ourselves to others and provide friendship and love. We spend time with those we care about and save time for those for whom we care the most. And we realize that friends and other loved ones are not perfect. And neither are we.

### In Summary

Being personally inviting with self and being personally inviting with others makes it possible for us to be professionally inviting with self and others. We can be helpful to others best if we feel whole and balanced as human beings. Otherwise we may try to meet all of our needs in one place: our profession.

Developing a balanced life includes developing our own inner direction and a personal strength which comes from greater self understanding and striving for personal goals. It also means developing connections with others who go along with us as we meet the challenges of the day and celebrate the good things in our lives.

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***Paula Helen Stanley is professor of Counselor Education at Radford University in Radford, Virginia.***

*Our life is what our thoughts make it.*

Marcus Aurelius Antonius  
Meditations

# RESEARCH.....

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*The following study was conducted by Ken Harper and William Purkey and was presented at the North Carolina Association for Research. The entire study was also published in the most recent edition of the Research in Middle Schools.*

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## THE DECLINING SELF-CONCEPT-AS-LEARNER OF MIDDLE LEVEL STUDENTS

Ken Harper  
Barton College

William W. Purkey  
University of North Carolina at Greensboro

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A prime objective of this study was to discover whether self-concept-as-learner (SCAL) is different for sixth, seventh, and eighth grade student. The study also investigated SCAL of “gifted” students as compared to SCAL of “average” students and SCAL of male students as compared to SCAL of female students. The researchers wanted to know if SCAL scores decline over time. Lastly, the study was designed to discover any differences between teacher reported SCAL and student reported SCAL.

### Perspective

There is considerable agreement among self concept researchers and theorists that there is a relationship between how students view themselves and their level of academic achievement. Numerous authorities have stressed the importance of self concept and school achievement. Research indicates that, for many students, the self concept becomes more negative as they continue in school. This relationship between the student’s self concept and the school environment, especially the negative effect of this environment on self-concept-as-learner, forms the theoretical framework for this study.

### Method

#### Instrument

The measurement instrument used in this study was The Florida Key (TFK), a non-reactive, unobtrusive instrument that allows teachers to estimate the self-concept-of-learner of their students (Purkey, Cage & FAhey, 1981; Purkey, Cage, & Graves, 1973). TFK is domain-specific in that it limits itself to one dimension of self concept, that of self-concept-as-learner. Both inferred (I) and Professed (P) forms of the instrument were used.

#### Data Source

The SCAL scores of 400 randomly selected sixth, seventh, and eighth grade students in two

North Carolina middle schools, one rural and one urban, were examined. Students were tested and retested five months later using the two forms of the **TFK**. Students selected represented 30% of the total population of each school. Students classified by their schools as “gifted” (AG) made up 25% of the selected participants and 75% of the selected subjects were classified as “average” (AV).

### Analysis

Mean scores were obtained in all categories using analysis of variance procedures. A Tukey’s range test was applied at the .05 level of significance to determine any significant differences among the various dimensions of the study. Additionally, a correlation coefficient was determined for the two versions of the measurement instrument,

### Results and Conclusions

Five basic findings resulted from the study. These findings address the objectives discussed in the first paragraph of this paper. They are as follows:

- (1) Differences Between Grade Levels--Mean scores for seventh and eighth grades were found to be significantly lower than those of sixth graders.
- (2) Differences Between Average and Gifted Students--Mean scores for AG students were found to be significantly higher than those of AV students on all three grade levels.
- (3) Differences Between Male and Female Students--Female students scored significantly higher than males on both inferred and professed SCAL.
- (4) Differences Over Time--No significant differences were found between inferred SCAL scores for fall and spring. However, mean professed scores of all students declined significantly from fall to spring.
- (5) Differences Between Inferred and Professed Scores--No significant differences between inferred and professed scores were found for fall. However, the researchers found significant differences between the means of inferred and professed scores recorded for spring.

There is evidence that SCAL declines from grade six to grade eight. This conclusion is based on the data which revealed significantly lower SCAL scores for eighth grade students than those of sixth and seventh graders and the significant decline in professed scores from fall to spring for all groups tested.

The results of the comparison between SCAL scores of average and gifted students indicate that gifted students have higher SCAL than do average students. This is true for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students. Both inferred and professed SCAL scores support the contention that female middle level students have higher self-concepts-as learners than do male students.

The data which compare mean scores for fall and spring suggest that SCAL declines over time. Even though gifted students record a higher SCAL level than average students, they (AG students) experience more dramatic decline in SCAL than their average classmates.

Teachers of middle level learners tend to rate both AV and AG students higher on SCAL measures than students rate themselves. Teachers also believe that AG students maintain a higher degree of self-concept-as-learner than they actually do.

### Educational and Research Implications

The data revealed in this study have broad implications for education. The relationship between self-concept-as-learner and academic success or failure might be critical to the development of all young people. For example, high dropout rates and violence in the schools

might be linked to how students view themselves as learners.

The apparent differences between teacher's estimate of students' self concept and the view held by the students themselves places a responsibility on schools to periodically measure such differences, using techniques similar to those employed in this and other studies of student self concept.

Similar studies at other grade levels would be helpful in determining the extent of SCAL decline in the total school experience. Perhaps future studies also should focus on such measures as social activities, family relationships, gender, and student attitudes toward academic achievement.



## INVITING SCHOOL AWARD PROGRAM

Dr. Judy Lehr Guarino, Coordinator of the Inviting School Award Program and her staff at Furman University, Greenville, SC, have compiled a list of the schools which have received the inviting school award since our last edition of the Forum. To obtain a complete list, please write Judy at the Department of Education, Furman University, Greenville, SC 29613.

### 1994 Inviting School Award Recipients

*James B. Edwards Elementary School*, 855 Von Kolnitz Rd., Mt. Pleasant, SC 29464.

Principal: Tom Lee.

*Lockeport Regional High School*, PO Box 129, Lockeport, Shelburne County, Nova Scotia, Canada, BOT 1L0. Principal: Curtis L. Williams.

*Carrie Downie*, Frenchtown Road, New Castle, DE 19720. Principal: Linda F. Poole.

*Midland School*, Rye City School District, Midland Avenue, Rye NY 10580.

Principal: Joseph Sour-y.

*Gotsch Intermediate School*, 8348 S. Laclede Station Road, St. Louis, MO 63123.

Principal: Pamela J. Sylvara.

**Congratulations to these fine schools!! Please visit or contact the inviting school award winners for details!**

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## IDEAS.....

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*We appreciate the ideas that members and others have sent us concerning how to use invitational theory. There are many interesting projects and applications of invitational theory we are just learning about. If your school, college, or community agency has implemented invitational theory in some way, we'd like to hear about it. Below are some ideas that may be of use to you.*

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## Invitational Creativity

Chris Vertullo  
Marist College  
Poughkeepsie, NY 1260 1

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Using invitational theory and the Invitational Education model developed by William Purkey, John Novak, and others in the field of education, I have proposed a model that enables information systems organizations to foster the application of creativity in developing systems to enable U. S. businesses to compete more effectively. The field of Information Systems (IS) is realizing the merits of applying purposeful creativity when computerizing the increasingly difficult problems facing businesses today. The limited creativity research in this field presents an opportunity to develop ways to foster creativity.

The proposed model, Invitational Creativity, provides an informal methodology to monitor and assess the functioning levels of the creativity indicators in an IS organization, namely its people, places, policies, and programs which influence the creative performance. Using the Four Corner Press from Invitational Education, Invitational Creativity offers another method for the people in an IS organization to self-monitor their personal and professional development of creativity within themselves and with others. The proposed invitational model gives another dimension to enhance an existing model that fosters creativity in IS organizations.

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## Proposed Vision and Mission Statements Of One School District

Peabody Public Schools  
70 Endicott St.  
Peabody, MA 01960

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The following mission statement has been developed and proposed as one that would provide direction for the Peabody Public Schools, 70 Endicott St., Peabody, MA 01960. The steering committee which drafted the mission statement includes Helen Apostolides, Principal, Welch School; Dr. C. Milton Burnett, Administrator of Instruction; Madilyn Caggiano, Assistant Principal, West Memorial School; Elaine Espindle, Principal, Higgins Middle School; George Osborne, Principal, Brown School; and Helen Skerry, Assistant Principal, South Memorial School.

### VISION STATEMENT

The Peabody School Department provides an academic, vocational, and occupational education in the context of a developing industrial society. With its proud and inspired heritage, the community challenges its youth to contribute their very best as individuals, workers, and citizens.

Now, as we approach the 21st century, education is in a process of vast transformation. Our present goal is to facilitate the change for future generations. The basic premise that can provide

direction for school changes begins with the fundamental belief that ALL children can succeed. The Peabody School Department is committed to meeting the needs of ALL students, and to make learning a more exciting, satisfying, enriching, and educationally stimulating experience. Additionally, we are committed to providing a safe and healthy environment. Further, we are committed to collaborating with businesses, parents, and all others who are interested in aspiring to make our students prepared to to succeed in a global community. The challenge calls for diligence, collaboration, creativity, and dedication by all.

## MISSION STATEMENT

The basic premise that can provide direction for school transformation begins with the fundamental belief that ALL children can succeed. The commitment, therefore, by the Peabody School Department will be to insist on meeting the needs of ALL students. The goal is to make schooling a more exciting, satisfying, enriching and educationally stimulating experience for everyone--all students, all teachers, all community members.

The mission for the Peabody School Department if to develop the “Six P’s of People, Places, Policies, Programs, Processes, and Pride to make the Peabody Public Schools an inviting place to learn.

### People

We will improve the quality of life for the PEOPLE (students, staff, and parents) of the schools by extending and nurturing positive relationships in ways that will increase the desire for lifelong learning.

### Places

We will continue to examine our facilities and grounds and to find ways to enhance the physical climate of our schools. Our mission is to make the schools a PLACE where people want to be and want to learn.

### Policies

We will review our POLICIES in an effort to identify ways to provide a foundation that would encourage, involve, and inspire the spirit of a positive learning environment.

### Programs

We will continue to plan or revise PROGRAMS. We will be innovative in finding ways to create more meaningful connections with our students, the curriculum, and the diverse culture in which we live.

### Processes

We will use positive PROCESSES which include the concept of a teacher as a learner to transform our schools to being more exciting, satisfying, enriching, and educationally stimulating.

### Pride

We will continue to instill in our school community a sense of PRIDE in themselves, both in their work and daily lives.

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## Four Premises of Invitational Education

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The following ideas were taken from Inviting School Success written by William W. Purkey, University of North Carolina at Greensboro and John Novak, Brock University, Ontario, Canada.

### Four Premises of Invitational Education

- (1) People are able, valuable, and responsible and should be treated accordingly.

***If a teacher believes that students are unable, worthless, and irresponsible, they will find ways to fulfill this prophecy.***

***If a teacher believes that students are able to learn, are worthy of respect, and can be responsible, they will find ways for students to succeed in school.***

- (2) Education should be a collaborative, cooperative activity.

***People are entitled to a voice in their own destiny.***

***People who are excluded from decision-making soon become passive, lethargic, and even hostile to those who deny them opportunities to make choices that influence their lives.***

***The goal is to make people in the school feel that the school is theirs.***

- (3) People possess untapped potential in all areas of human endeavor

***Human potential, though not always apparent, is always there, waiting to be discovered and invited forth.***

***Teachers who invite students to take pride in themselves and in their work expect a lot and get a lot from their students. (There is a distinct difference between an invitation and a demand).***

- (4) Human potential can best be realized by places, policies, and processes that are specifically designed to invite development, and by people who are intentionally inviting with themselves and others, personally and professionally.

***Invitational education focuses on the people, places, policies, and programs that transmit messages promoting human relationships and individual potential.***

***Inviting schools are memorable; disinventing schools are unforgettable.***

For more information read: Purkey, W. W., & Novak, J. (1982) Inviting school success: A self concept approach to teaching and learning, 2<sup>n</sup> Edition, Belmont, CA: Wadsworth Publishing.

***Rules have no existence outside of individuals.***

Henri Matisse, 1908  
Notes of a Painter

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Selected Questions To Consider  
 Concerning Invitability, Both  
 Professional and Personal in Orientation

From the Kansas Association  
for Invitational Education Newsletter

Written by John Wilson  
 Wichita State University  
 Wichita, KS 67208

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1. What has happened this past week which reinforces the impression that you are a capable professional? Perhaps you will recall more than one or two such instances.

Were you aware at the time that you had expressed yourself capably, with professional acumen? If so, did you take time to recognize the act as a “job well done” or a responsibility well satisfied? Did anyone?

Take a moment, jot down what it was you performed capably.

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2. Cite an example of something you have done only recently which exhibited responsible behavior: a decision, an act, a choice, an idea carried out in a responsible fashion. In what respect did this behavior represent being responsible?

If the example you are considering here is something you do on a regular basis, have you begun to take for granted that you practice being responsible? What would be the consequences for others if you would choose to not take the responsibility that you are considering here? How would you feel toward yourself for not being responsible regarding this example?

Is there a sense of feeling proud about being responsible? How else would you describe your response to self about taking responsibilities?

Take a moment, jot down what you have performed responsibly.

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3. During the period of only the past twenty-four hours, how have you been perceived by another person as valuable to his or her personal or professional welfare?

What are a couple of attributes that you possess which incline you to be valuable to others? On a scale of 1----10, (selfish to selfless), how do you typically share these attributes?

**Take** a moment, jot down some of the attributes which characterize you as a person who is valuable to others.

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4. What is there about you that others tend to view as unique, special, particular--as you would imagine them describing who you are to those who do not know you?

How do you respond to and think about your uniqueness, your specialness, both as you view yourself and as you imagine others' perceptions of you?

Take a moment, jot down a few ways you may be recognized by others as special, unique.

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5. That you should maintain a sense of human dignity is imperative to one's well-being. What is there about your own basic sense of human dignity that you value highly?

What happens when this sense of dignity is violated by others or by circumstances and conditions which seem insensitive?

Have you had occasion to be treated as a "second-class citizen" --by someone, or within particular circumstances? What was your response?

Take a moment, jot down a couple of imperatives for the maintenance of your basic sense of human dignity.

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These inquiries focus on some of the basic elements of invitationality in one's personal and professional life. Each and every person deserves to be viewed as capable, worthy of responsibility, perceived by others as valuable, considered unique and special, and protected with regard for his or her basic sense of human dignity. We each deserve to be invited by others to see ourselves from this multifaceted positive perspective. And, we must each invite the others in-our

lives to enjoy such a warm, generous, regenerative view of self. This, let us be reminded, is a part of what invitational education is committed to promote. And, this commitment is an almost minute by minute opportunity for each of us to “change the progress of civilization.”

WHAT I DON'T LIKE ABOUT SCHOOL

Author Unknown

If i thank about it I get all upset. SO I better pass on this one today.

Thanks. No hard feelens.

what i donlike school--NO A  
what i don't like school is that i come evey day  
thanking i will get a A. But I never get a A.  
Just wonst I want to get a A. Ever sins I  
remember I go to school a thousand day a  
year or more I get no A. No A

JUST WONST I WANT AN A  
ONE BIG FAT A

All I git is a gib funch of F  
A hundred F. A thousand F  
A lowsy bunch of F.  
Well, F U.

## Multicultural Perspectives.....

*The articles contained in this section include an article written about life in the Appalachian mountains and the experience of a foreign student in America. In addition, a list of ideas is presented concerning the use of invitational theory to reach minority youth in schools.*

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### Me and My Grandpa: Sounds of a Distant Gobble

Tom Cloer, Jr.  
Furman University  
Greenville, South Carolina 29613

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*Tom writes: this article depicts an invitational relationship between a grandparent and grandson. The relationship took place in the high mountains of Appalachia.*

When I was young in a sawmill camp, my Grandpa Ephriham came home in the evenings covered with sawdust from all the saws in the mill working at once. Grandpa Ephriham always stopped by to talk at our house and his clothes smelled like poplar and hickory trees.

When I was young in a sawmill camp, my Grandpa often took me to his and Grandma's house for supper. Grandma had pickled corn, sour kraut, bit long sweet potatoes, and a baked raccoon that Grandpa and I caught with Pedro, our large black feist. The white in Pedro's eyes were even black, and his hair glistened as if motor oil from J. T Stanley's fork truck had leaked on him.

Once Pedro and I caught a groundhog and Grandma cooked it for us to eat. I remember that it was sweeter than raccoon. Grandpa said I was the best hunter of all the Cloers. And he made me think I was.

When I was young in the sawmill camp, we hunted raccoons in the cool autumn nights under a harvest moon that loomed large and orange as I walked close behind Grandpa. The bobcats screamed from cliffs above us. Grandpa said, "Tom, you're one of the bravest little night hunters I know." And he made me think I was.

When Grandpa and I got cold while night hunting, we often went to the boiler room that made steam to run the sawmill. Shorty Jamison, the night watchman in charge of the boiler, was usually asleep when Grandpa and I walked out of the darkness. Grandpa said, "The world would end and Shorty Jamison wouldn't know it." Pedro would ease up and lick Shorty's face while he still slept. Shorty would jump and scream and jump for his gun. Ephriham and I would laugh; Pedro would always bark treed. He would growl under his breath and watch and bark when Grandpa and I would laugh out loud.

When I was young in a sawmill camp we told ghost stories or haint tales after it grew dark. My cousin, Trillium, named after a mountain wildflower, was the best storyteller on **Shootin'** Creek. She told a story about 01' conjure wives or witches that turned into big, hoot owls. Trillium said anyone going far up to the head of **Shootin'** Creek on a Halloween night might see the hoot owls turn back into witches. Grandpa Ephriham said I was right when I doubted that witches lived in a little shack upon **shootin'** Creek. Grandma said three figures **laughin'** and **flappin'** what looked like wings.

When I was young in a sawmill camp we went to church high on a mountain. The preacher baptized my brother and me in a roaring mountain river beside the church. We washed each other's feet every fifth Sunday at the Northcutt Baptist. The Chastain widows living on Little Turniptown Creek furnished the clean white linen that people in the church used to dry each others' feet. The Chastain widows made homemade whiskey. Once when Grandpa Ephriham had a gall bladder attack, the Chastain widows gave Grandpa strong whiskey for medicine.

When I was young in a sawmill camp, we could hear the 01' conjure wives or hoot owls at dawn calling "Who'll cook for you, Whoo? Whoo?" Sometimes an old wild turkey gobbler would boom a resounding gobble at first light when the old owls starting acting up too peartly. Ephriham said the old gobbler was just telling them 01' owls they hadn't taken over **Shootin'** Creek just yet.

Grandpa could call just like the 01' conjure owls and he could make the turkey answer every morning. Grandpa and I once slipped toward an old wild gobbler on a damp misty April morning and hid in a brush pile. Ephriham took a wing bone from another turkey we had shot and cooked. He put the bleached **wingbone** to his mouth. "What you gonna do Grandpa?" I asked. "Watch Tom and I'll make him think his girlfriend is close by." Ephriham made some yelp-like sounds of a hen turkey and the big turkey tom came running over the hill. Grandpa jumped and called "You ol' fool; you should know better to lose your wits over love sounds." Me and Ephriham **laughted** 'till we hurt as the old gobbler ran and took to the air flapping his wings thunderously as he rose high above the cliffs on the Brasstown Bald.

When I was young in a sawmill camp Grandpa Ephriham showed me how to make a turkey call out of a corncob and a piece of slate. He put a hard peg in the end of the corn cob and a piece

of slate in his left hand. He would strike the slate with the peg in his right hand, and love sounds like the ones we used to fool the old bird on Brasstown Bald would emanate. My hands were too little to hold the slate like Ephriham, so I just held one edge and made little circles on the slate to make love sounds like a hen turkey.

When it didn't sound right to Grandpa's ears, he would hold my hands in his. My hands seemed like coins in Grandpa's huge, rough calloused hands. They felt hard like a dead rattlesnake I once touched that Pedro had caught and killed. Grandpa would hold my hands and make little circles with the peg on the piece of slate. Grandpa said I was the best he ever heard use a corn cob and slate, which was probably right.

When I was young in the sawmill camp, I loved the smell of poplar, hickory, walnut, and red oak sawdust. I never got tired of the distant screaming saws I could hear as Ephriham and I sat on the high rocks of Mineral Bluff watching the steam puffs coming from the sawmill far below, and listening for boss gobblers on clear April mornings. I loved the way Ephriham made me feel grown-up and proud to be alive when we stood talking about the Brasstown gobbler to the logging crews. I loved the way my Grandma held me and told me she was happy that I watched after Ephriham for he sometimes acted like a teenage fool running through the mountains at first light to get to a distant gobble. She said he sometimes made her so mad she wanted to go as far away as "Floridee."

But I know Grandma was only teasing, because we were mountain people, and lived free and happy never wanting to be anyone, anything, or anywhere else in the whole world. Which is right.

---

*Dr. Cloer is Professor of Education at Furman University in Spartanburg, SC. He has written over 8 publications which have appeared in state and national journals. He has been recognized as outstanding professor at Furman and was the recipient of the South Carolina's Professor of the Year award. Tom has been an active member of the Alliance for many years.*

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*In a time of fragmentation and trauma, proteanism can awaken our species belonging, our species self. We can assert our organic relationship to each other and to nature. That assertion, for symbolizers like ourselves, is a matter of the psyche, of the imagination. We can come to feel what we are: members of a common species. We can experience, amidst our cultural diversity, that common humanity. The diversity is integral to the process..... Rather than sameness or even close similarity, I am proposing a principle of commonality: that of the characteristics we share as a species, even more, the life experiences we share as well.*

Robert Jay Lifton, 1993  
The Protean Self

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## Why Did You Pick This School?

Valerie Barlow  
A British, African-Caribbean Student in America

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Somewhere between the ages of 30 and 33 I came to two very important decisions; one, that my 'lifes-path' lay in counseling; and two, that I did not want to remain languishing in middle

management for the rest of my career. You will note that I have not referred to this as a mid-life crisis, for fear that I have yet to encounter the real one. It would not surprise me to discover that I am one of those persons destined to have several 'life-crises' along the way.

The process of selecting a university took the better part of 18 months. It began with friends sending me lists of universities that offered counseling courses. I then went through a process of consulting American friends in Britain and selecting what I "liked the sound of." I will admit that this is not the most scientific or objective method of initial selection but it was nevertheless, a method and it worked. The list had, by now, been narrowed down to 19 possibilities.

I then, applied the other criteria that would affect my choice; whether the university was in the middle of a town or city, the cultural diversity of the area, the size of the university, the cost of the course, and most important of all, how closely the course approximated to my five identified areas of professional interest.

I arrived here on Friday, May 15th, 1993, given two days of excellent orientation by the staff of the Office of International Student Services and began classes on the Monday. Much of the information given to me during orientation was taken in and of course, was invaluable, some of it was heard but lost in the midst of the culture shock. What I remember most vividly was trying to find my way around this relatively small campus and trying to understand a totally new system of registration. My memory now is of meeting my advisor and signing up for three classes that I am sure I was not 100% clear on. I remember lots of instructions. Looking back, it may be that people made assumptions based on the way I spoke English. Certainly, no one else seemed to look as lost as I felt.

I cannot honestly say whether the culture shock I am experiencing is any different from that experienced by other graduate international students from non-English speaking countries. It seems as though it is qualitatively different given the combination of the assumptions made by Americans and the British about each other, and the historical relationship that has existed between our two nations.

My cultural adjustment began with, "Wow, I'm in America," throughout the summers sessions. In the Fall it moved onto the stress of adjusting to a new home, taking on a 20 hour a week internship at the University's Center for Counseling & Student Development, and taking three graduate classes. Somehow I managed to maintain my 4.0 grade point average. This term (Spring) has been one of greater self-confidence, as I am finally coming to an understanding of not only the educational system but also Virginian-American culture.

The term has not been one of merely broadening my horizons. I have had to face the issue that is often a major stressor for international students; namely that of funding. On a F 1 student visa, we can only work up to 20 hours a week on campus during term time. At the same time we are faced with out-of-state tuition and fees, little or no in-country support. For many of us America turned out to be more expensive than we had expected, and so while dealing with culture shock and seeking to keep up our grades we must often deal with the added stress of financial difficulty. For me this could mean having to return home to work for the summer, which I had not originally intended to do.

Despite these obstacles, my decision to come to the USA to study is one that I shall never regret. With the support of the feedback and encouragement that I have received from the faculty of my department, I have decided to go on to pursue a Ph.D. in Counselor Education. I have attributed my success so far, not only to this source of support but also to the support I have received from the staff of the International Students Services Office, the experience I have gained from working in the Counseling Center, my friends both within the program and beyond it, my family, my own hard work and stamina, and last but by no means least my faith and spirituality.

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***Varlie Barlow is a British, African Caribbean graduate student in the Department of Counselor Education at Raaford University. She has lived and worked in Kenya, Israel, and now the United States. In Britain she worked in management and organizational development.***



## MEMBERSHIP MATTERS...



### MEMBER COMMENTS...

“Wonderful enlightenment. Many, many thanks. Friendly regards, Hugh Thompson, 128 Balfron Tower, Hamelin St., London, UK E14 OQT.

“Computer helps me to make atmosphere of school more inviting. Typewriters cannot compete. Business that is successful is inviting.” Morris D. Myhre, 47 Woodland Park Drive, Tenafly, NJ 07670.

“Thanks for all the good materials. I often save the sayings and quotes from the Forum. Tom Gemmer, 196 Willoughby Dr., Naples, FL 33942.

“Keep up the excellent work, I’m glad to be a part of such a great organization.” Dr. Naomi G. Barnes, 2749 Savannah Lane, Crestview, FL 32536.

“Thanks for your leadership. This building (Angling Road Elementary School) has been so helped in our working with children.” (On the school’s letterhead is the statement: “The Most Inviting Place in Town.” Leonard Holmes, 5340 Angling Rd., Portage, MI 49008.)

### ANNOUNCEMENTS. . . . .

Hugh Thompson of London, England sent the following invitation to members, as well as request for a home exchange with USA members:

Accommodation for traveling members: London--Docklands. To contact Hugh, write Hugh Thompson, Suite 128, Balfron Tower, Hamelin St., E14 OQT, UK.

.....

The International Council For Self-Esteem will be holding its 2nd International Conference on August 26-28 at the University of Nottingham. All those interested in the topic of self-esteem are invited to attend. For details, contact Robert Reasoner, 234 Montgomery Lane, Port Ludlow, WA 98365.

.....

Project Child. Margaret Benner, 129 Dartmouth Way, Niceville, FL 32578, suggests that

members may want to find out more about a technology-based program called Project Child. "It is being used more extensively each year. It gives children respect, choices, ability to make decisions, set goals, and work in cooperative groups at high interest centers. For information contact Sally Butzin, Daniel Memorial Institute, 6700 Southpoint Parkway, Suite 100, Jacksonville, FL 32216. 1-800-226-7612.

## MEMBER NEWS

**N. Eugene Adams**, 333 S. Main St., Wake Forest, NC 27587, has been transferred from E. C. Brooks Elementary School to Wake Forest Elementary, effective March 1, 1994.

**Naomi G. Barnes**, 2749 Savannah Lane, Crestview, FL 32536, completed her doctorate degree January 20, 1994 and a principalship internship in 1994. In addition, she served as a SAC School Renewal Facilitator and was a participant of the Springfield Project.

**Dennis Butts**, formerly a counselor at Belleville Township High School West, in Belleville, Illinois, has chosen early retirement. His career, which has included teaching, counseling, wellness coordinator, and administrator of Chapter One and Gifted Education, has spanned 32 years. Congratulations Dennis. His new address is: Self-"Esteem Center, PO Box 15 18, Lake Ozark, MO 65049.

**Joseph C. Ciechalski**, 635 Cotanche Street, Apt. 112, Greenville, NC 27858, has received tenure and has been promoted to associate professor at East Carolina University. He has also been elected Treasurer of the Association for Assessment in Counseling and President of the North Carolina Association for Measurement and Evaluation in Counseling and Development.

**Patricia DeVane** is now working at Memorial Middle School, 3205 Underwood Rd., Conyers, GA, 30208.

**Angela Farthing**, 700 S. Salisbury St., Box 27347, Raleigh, NC 27611, a former Wake County School teacher, began working as the IPD Consultant with the North Carolina Association of Education (NCAE) on August 1, 1993.

**David Kergaard**, has received a promotion from Principal of Kent County High School to Director of Instructional Services of the Kent County Public Schools. His new address is Kent County Public Schools, 215 Washington Avenue, Chestertown, MD 21620.

**John Piper** led a workshop at the National Association for Developmental Education Conference in Kansas City. This is a conference for over 800 community college administrators and faculty. His workshop title is "Creating a Climate for Success: Invitational Leadership and Teaching." John will also conduct a workshop and deliver the concluding keynote address at the Maine State Department of Education Health Promotion Conference at Sugar-loaf Mountain Resort, Carrabassett Valley, Maine on June 29 and 30. His keynote title is "The Sustaining Power of Positive Invitations."

**William W. Purkey**, Professor of Counselor Education, UNCGreensboro, Greensboro, NC 27412, will present the opening keynote address for the American Counseling Association Convention in Anaheim, California in June. The other keynote speaker is William Glasser. Purkey also received the Research and Writing Award from the North Carolina Counseling Association in March 1994.

**Jack Schmidt**, Professor of Counselor Education, PO Box 2428, Greenville, NC 27836, presented a session on "Invitational Counseling" at the North Carolina Counseling Association Conference in Charlotte, NC, March 1-4, 1994.

**Betty Siegel**, President of Kennesaw State College, Marietta, GA delivered the keynote address at the Annual Conference of the Indiana Mid-Level Education Association in Indianapolis and the keynote address at the Annual meeting of the Montana Middle School Conference in Great Falls during March. In April, she was a general session speaker at the 7th Annual National Community College Wellness Conference held at Natural Bridge, Virginia.

**Paula Helen Stanley**, Radford University, PO Box 6994, Radford, VA 24142, presented a paper at the American Counseling Association in Minneapolis, Minnesota, during April. The title

of her paper is "Celebrating Diversity: Reaching Minority Youth in Schools."

*Robert Turner*, long-time marcher of the Alliance, has moved from **Averett** College of Virginia to Seattle, Washington. His new address is: 1415 Second Avenue, #2407, Seattle, WA 98105.

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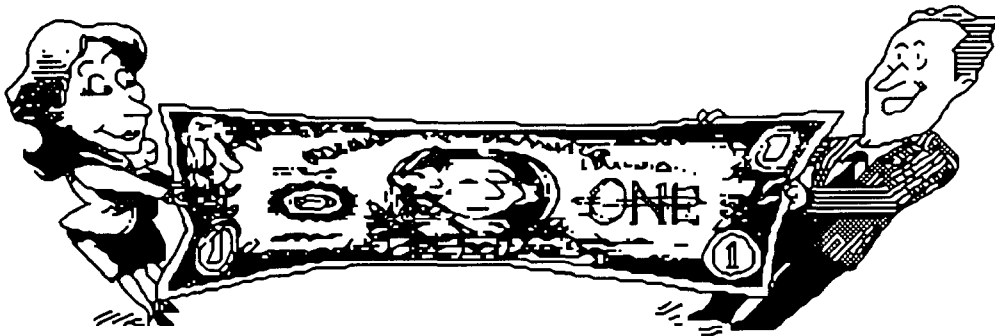
## CONFERENCE UPDATE.....

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### Conrad Austin Memorial Fellowships Available

Three grants of \$200 each will be provided by the Alliance to assist Alliance members to attend the 1994 International Alliance For Invitational Education 10th Annual Conference to be held at the Omni Hotel in Charleston, South Carolina on November 18 & 19, 1994. The three awards will be made in honor of Conrad Austin, a long-time member of the Alliance who died on July 25, 1994.

All grants will be offered on the basis of financial need. To apply, please write a letter of request to the Conrad Austin Fellowship Fund, Dr. Lundee Amos, Chair, Greensboro Campus, Guilford Technical Community College, 400 W. Whittington, Greensboro, NC 27406. Lundee Amos would like to receive all applications by September 15, 1994.



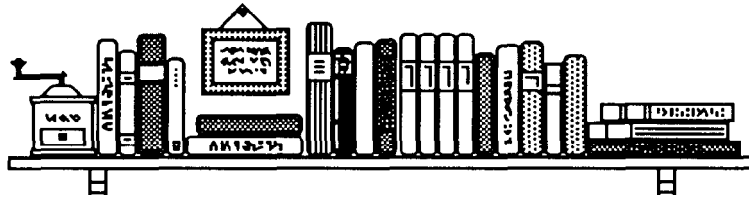
### WRITE A GRANT TO ATTEND OUR CHARLESTON CONFERENCE

Want to attend our Invitational Education Conference in Charleston, S. C., but money is tight? Write a grant proposal to your PTA, local, state or regional organization, school board, or whoever.

In your one-page proposal requesting travel funds, indicate the value to the school and school system or college that will be derived from your trip. Point out that you are contributing your time, energy, and money, as well.

Be sure to include your costs of travel, food, lodging, and registration. Type your proposal and hand-carry it to likely funding sources, including PTA/PTO, superintendent/school board, state/province departments of education and possibly business/school partnerships.

The important thing to stress is how your trip will benefit students in your school.



## BO-OK REVIEWS AND SUCH.....

### Advancing Invitational Thinking

This book edited by John Novak, Brock University is published by Caddo Gap Press. Novak has requested that the royalties from the book be contributed to the International Alliance For Invitational Education to help further ongoing projects. Thanks John! !

### NEW BOOK!!: The Inviting: School Treasury: 1001 Ways to Invite Student SUCCESS

This book is authored by Dr. William W. Purkey and Dr. Paula Helen Stanley. It is an easy-to-use desk reference to give principals, counselors, and all school leaders instant information and guidance for anything that happens in and around a school building. The emphasis throughout encourages cooperation and development. Arranged alphabetically, 1001 plus entries are organized under 110 topics such as Banners, **Playgrounds**, or **Telephones**. Reflecting today's real-world problems, the sourcebook includes entries on the most difficult problems and challenges, e.g. violence, classroom and schoolwide discipline, cultural diversity, family outreach, at-risk students, and much more. Far more than a simple listing of problems and solutions, the entries contribute to a systematic plan to transform a school into a place where people want to be and want to learn. The book is published by Scholastic and can be purchased for \$35.00.

### Living Intentionally and Making Life Happen (Revised Edition)

This book is authored by Dr. John J. Schmidt, Professor and Chair of the Counselor and Adult Education Department at East Carolina University in Greenville, NC. This book explores human intentionality as an essential factor in successful living. This second edition of a sell-out book describes intentionality as a source of the most important elements for attaining personal and professional goals. In this practical guide, you will learn how to incorporate these elements into an intentional process for making life happen; with questions at the end of each chapter to measure the level and direction of your success. If you want to establish and achieve personal and career goals, this book is for you. The book can be purchased for \$9.95.

To order these books, send payment or purchase order to:

International Alliance for Invitational Education  
 School of Education  
 218 Curry Building  
 UNC-Greensboro  
 Greensboro, NC 27412  
 Telephone: (910) 334-5100  
 FAX: (910) 334-5060

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Please send:

- ( ) copies of Advancing Invitational Thinking; (Novak)
- ( ) copies of Living Intentionally and Making Things Happen (Schmidt)
- ( ) copies of The Inviting School Treasury (Purkey & Stanley)

*A great man is he who does not lose his child's heart.*

Mencius  
Works. Bk. IV. Dt. 11

## AERA-SPECIAL INTEREST GROUP

Join our AERA-SIG (American Educational Research Association-Special Interest Group) group. The Invitational Education AERA-SIG presents programs at the Annual AERA conferences and supports research in the areas of theory and application of invitational theory.

To join, send \$10.00 to:

Dr. Tommie Radd, Department of Counselor Education  
University of Nebraska at Omaha  
Kayser Hall 421, 60th and Dodge Streets  
Omaha, NE 68 182  
Phone: (402) 554-2306

Yes \_\_\_\_\_ I would like to join or renew membership in the AERA-SIG. Enclosed is a check for \$10.00. \_\_\_\_\_ Please bill me. \_\_\_\_\_

Name \_\_\_\_\_ Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

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proudly presents  
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# 1994-95 Invitational School Calendar

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State or Province \_\_\_\_\_ Zip Code \_\_\_\_\_

International Alliance For Invitational Education Book List  
Please send me:

copies of Advancing Invitational Thinking (1992). John Novak (ed.) San Francisco, CA: Caddo Gap Press. \$15.00 (US) New Book!!

copies of At-Risk, Low-Achieving Students In The Classroom. (1988). Judy Brown Lehr & Hazel Wiggins Harris. \$10.00 (US).

copies of Education: By Invitation Only. (1988). William W. Purkey & John Novak. Phi Delta Kappan Fastback. \$2.00. (US).

copies of Invitation To Friendship. (1988) John J. Schmidt. Minneapolis, MN: Educational Media Corporation. \$9.00 (US).

copies of The Invitational Elementary Classroom. (1986). John Wilson. Springfield, IL: Charles C. Thomas. \$25.00 (US).

copies of Invitational Learning For Counselors and Development. (1990). William W. Purkey & John Schmidt & contributors. Ann Arbor, MI: ERIC/CAPS. \$11.00 (US).

copies of Invitational Teaching Learning and Living. (1991). William W. Purkey & Paula Helen Stanley. Washington, DC: NEA. \$11.00 (US).

copies of Invitational Teaching Survey (ITS). (1986). L. Amos, C. Smith, W. W. Purkey. Greensboro, NC: International Alliance For Invitational Education. \$7.00 (US).

copies of Invitational Teaching Survey: Primary & Intermediate (ITS-P & I). (1994) Tommie Radd, Canton OH: Grow With Guidance, Inc. \$20.00 (US).

A \_\_\_\_\_ copies of Inviting School Success: Concept Approach To Teaching 2nd Ed. (1984). W. Purkey & J. Novak. Belmont, CA: Wadsworth. \$23.00 (US).

copies of The Inviting School Treasury: 1001 Ways To Invite Student Success. (1994). W. Purkey & I? H. Stanley. New York: Scholastic. \$35.00 (US)

copies of Living: Intentionally and Making Life Happen. (1994). John J. Schmidt. Cary, NC: Brookcliff Publishing. \$12.95 (US).

copies of Positive Discipline: A Pocketful of Ideas. William W. Purkey & David Strahan. (1987). National Middle Schools Association. \$12.00 (US).

copies of Student Self-Esteem, Vol. 1. (1992). Garry Walz & Jeanne Bleuer. Ann Arbor, MI: ERIC/CAPS. \$30.00 (US).

Inviting Learning All At Risk or Everyone. (1992). Judy B. Lehr & Craig Martin. Minneapolis, MN: Educational Media Corporation. \$11.00 (US).

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Enclosed is my check for \$\_\_\_\_\_. (Payment due on delivery).  
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If payment accompanies order the IAIE will pay postage and handling. (If total is over \$300.00, please submit 50% deposit with order. NC Residents please add 6% sales tax.) Make checks payable to:

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Telephone: (919) 334-5100. FAX: (919) 334-5060.

## International Alliance For Invitational Education Staff

- Jennifer Benson**, Conference Director, 1994 Alliance Conference in Charleston, SC., c/o International Alliance For Invitational Education, School of Education, UNCGreensboro, Greensboro, NC 27412.
- Reba Clark**, Coordinator, Alabama Alliance for Invitational Education (AAIE). Editor of AAIE Newsletter. 3215 Cornwall Dr., Birmingham, Al 33526.
- Judy Lehr**, Chairperson, Inviting School Award Program, Furman University, Greenville, SC 29613.
- John Novak**, Coordinator, Canadian Invitational Education, Brock University, St. Catherines, Ontario Canada L2S3A1.
- Patsy Paxton**, Coordinator of South Africa Alliance For Invitational Education, Dept. of Teacher Education, Vista University, Private Bag X 613, Port Elizabeth, South Africa 6001.
- William W. Purkey**, Co-Director, UNCGreensboro, Greensboro, NC 27412.
- Betty L. Siegel**, Co-Director, Kennesaw State College, Marietta, GA 30061.
- John J. Schmidt**, Editor, Journal of Invitational Theory and Practice, East Carolina University, PO Box 2428 Greenville, NC 27836.
- Paula Helen Stanley**, Editor, Invitational Education Forum and Membership Chair, Radford University Box 6959, Radford, VA 24142.
- John Wilson**, Coordinator, Kansas Association for Invitational Education (KAIE). Editor of KAIE Newsletter, Wichita State University, Wichita, KS 67208.

Forum Printer: Professional Printers, Inc., 1730 Old Dunbar Rd., West Columbia, SC 29169.

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Please send articles, humorous items, essays, poems and whatever to:

Paula Helen Stanley, Ph.D., LPC  
Invitational Education Forum  
Box 6994  
Radford University  
Radford, VA 24142

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Greensboro, NC 274 12

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