

Editorial—

The Lazarus Phenomenon

This issue of the JITP might be called the Lazarus phenomenon, as indeed it is called forth from the tomb. We have experienced unavoidable delays, and the Alliance and the Editorial Board appreciate your patience and understanding as we attempted to put this issue together.

We believe the wait to be worth it, and we hope that as you read the following pages you will agree. This issue presents a broad spectrum of thinking and application concerning invitational theory and practice, which we hope to maintain in subsequent issues. As a preview of the current issue, the following are offered for your examination.

Cheryl and David Aspy present "The Case for a Strong Values Education Program in the Public Schools." At first blush the Aspys' article might seem a bit off-center with the primary thrust of the *JITP* (i.e., invitational theory is never specifically mentioned), but the article strikes two basic chords: (1) IAIE, at its base, is deeply rooted in the sensitivity and respect of the individual and can hardly approach human interactions without a sound value base; (2) the article helps to set a tone for the 1996 proposed conference theme, "Schools Without Fear." The Aspys are prolific and venerated authors both within and beyond the Alliance. Readers will undoubtedly find this article provocative and thoughtful.

John Schmidt, former editor of the JITP and a frequent contributor to invitational theory, offers an insightful examination of "Challenge, Confrontation, and Exhortation As Intentional Invitations by Profes-

sional Helpers." This thoughtful article examines an area of interaction between professional helpers and those with whom they work, which is often not well understood. Additionally, it is an extremely difficult topic about which to write because of the many subtleties involved. Dr. Schmidt approaches this topic with a tremendous amount of background, sensitivity, and understanding and his article will certainly be a prime citation in subsequent articles dealing with this topic.

Gary Chandler, a long-marcher with the Alliance, takes us where few have ventured as he looks at athletics in the middle school from the perspective of invitational education. In his article, "Invitational Practices in Middle School Athletics." Dr. Chandler gives up the traditional "winning is everything" philosophy, which perhaps emanates from professional athletics, and embraces the notion of making middle school athletics a rewarding and fulfilling experience for all students through the implementation of invitational education.

Margaret Maaka and Pamela Lipka take us to the land of banyan trees and the world of children and their elementary school teacher. In their article, "Inviting Success in the Elementary Classroom," these educators and their at-first-disbelieving charges go "full-tilt Bozo" into an evolving and first-year experience as viewed through their eyes, the eyes of the children, and not coincidentally, some of the impact on the children's parents. This evolution is exciting, highly readable, and it does not back away from the very practical issues involved in the implementation of invitational education with elementary school children.

Dale Brubaker and Lawrence Simon consider the negative and often destructive consequences of highly stressful events, especially with school principals, in their article, "Private Victories To Enhance Your Self-Esteem: A Principal's Guide To Success." By turning the is-

sue from negative, self-defeating perceptions of stressful events, Brubaker and Simon examine more intentionally healthy approaches of perceiving and responding to stress. Their presentation is enriched with the inclusion of personal vignettes accumulated from some 500 principals' life stories presented in graduate education classes. While the authors focus on the school principal, the spread-of-effect is readily seen in a more emerging inviting family-type of school environment.

Michelle Hart also offers a preview of the 1996 conference with her article, "Identification Badges: An Invitational Approach to School Safety." In her presentation, Michelle examines the increasing specter of violence in the schools, especially perpetrated by those outside the school. She examines the advantages of the use of school identification badges as an alternative to some of the more intrusive and negative-impact procedures used or proposed by some schools. She reports on the perceived effectiveness, benefits and concerns experienced by three school systems that have used identification badges for at least one year.

Finally, Kenneth Brinson looks at invitational education as a model for school reform in his article, "Invitational Education As A Logical, Ethical And Democratic Means to Reform." Ken presents a broad and thoroughly researched article that views the basic principles of democracy in education and sees invitational education as a foundation for educational reform. His view as an administrator is not that of bricks and mortar or curriculum, but an emphasis on people and how the institution of the school can be an environment that invites all within the school to grow.

As your new editor, I feel blessed with the richness and the variety of the manuscripts that were submitted, and am indebted to those of you who have made submissions. While some articles are still under

review, with others being in the process of revision, I enthusiastically encourage others to continue to submit manuscripts to the journal. Those wishing to correspond directly with me may do so using the address on the inside cover of the journal, or for a more expedient response, through e-mail at: wbs0@lehigh.edu

William B. Stafford
Editor