

Sailing New Waters

On behalf of the Alliance and the Editorial Board I am pleased to present the second issue of our new journal. This edition continues the exploration begun last winter to develop and expand invitational theory and report on the application of invitational practices. I appreciate the complimentary letters and comments about the premier issue and hope readers find that this and future publications adequately reflect the mission of the Alliance and the development of invitational theory and practice.

Last winter, the inaugural journal offered a chronology of Alliance activities and a bibliography of invitational publications as a historical review of the development of this theory. In addition, that issue introduced basic assumptions of the theory and model of invitational practice, attempted to expand on some of these beliefs, invited further discussion of current theoretical perspectives, and reported preliminary findings on research related to invitational practices. Now our challenge is to continue this exploration into new and sometimes uncharted waters. Meeting this challenge will require divergent thinkers, capable researchers, and brave writers who are willing to share their ideas and findings so that the efficacy of invitational theory and practice is assured. I am assisted by capable editorial board members who volunteer their time to give critical review and helpful recommendations to authors who submit articles for consideration. As capable as they are, however, this journal will not be successful without the contributions of researchers and writers, such as those found in the first two issues. Authors are needed to enable us to proceed with a quality journal.

In this issue, five authors continue the exploration of invitational theory and practice. John Novak begins with an innovative and imaginative examination of the invitational model, and he encourages future research of invitational practice. A noted proponent of invitational education, Dr. Novak challenges us to move beyond seemingly clear-cut, orderly models

and diagrams, and to explore more seriously the potential for rigorous research and clearly defined applications of invitational practices.

In their articles, Clayton Arceneaux and Dawn Walker offer us personal perspectives of what invitational learning means. Dr. Arceneaux compares the assumptions of invitational theory to beliefs aligned with multicultural education. He summarizes this comparison by sharing a personal experience of his own cultural development and learning. Ms. Walker begins her essay by recalling some difficult times as a teacher, a description that sounds familiar to many of us who began our careers in the classroom. Her self-disclosure of how the inviting process has enhanced her professional development is also a theme to which many “long marchers” in the Alliance can relate.

Linda Schmidt reports on a study that examined students’ perceptions of school and the relationship with teachers’ views about pupil control. The continuum of “custodial” and “humanistic” perspectives held by teachers and their relationship to how students view school may have implications for schools and professionals who want to implement invitational practices.

William Purkey addresses the criticism that invitational practice only works “when the sun is shining” by offering the 5 C’s approach to conflict resolution. The steps he suggests provide a decision-making framework with which to process personal and professional conflicts using invitational principles.

As an emerging journal, this publication will benefit from a wide selection of articles. Therefore, all ideas are worth pursuing, and “rough” outlines and manuscripts are invited for initial reactions. For writers who are further along with their work or research, guidelines for authors are on page 117. It is not necessary for articles to address invitational theory specifically. Manuscripts and research about aspects of self-concept development, human perception, and other theories related to invitational thinking are welcome.

John J. Schmidt, Editor