

Invitational Lessons

With this issue we close the second volume of our journal, and the dawn of the third volume begins my last term as editor. Reflecting on what we have accomplished thus far, I am pleased with the first four issues, and look forward to working with authors in the year ahead.

Editing the first two volumes, I have learned many lessons. The first of which is that this journal is the product of much effort by many people. I am extremely grateful to members of the editorial board who have reviewed manuscripts. Special commendations go to the reviewers who completed their term during 1993. They are: Nancy Vacc, Clayton Arceneaux, Sandra Damico, and Paula Stanley. Taking time to carefully review manuscripts and return them in a timely fashion are hallmarks of exceptional editorial assistants, and I sincerely appreciate each of these reviewers for their contribution to this journal.

Another lesson I have learned is that there are many perceptions about the value of invitational theory. We have received manuscripts from around the world, and in each instance the author has given a particular focus and meaning to invitational concepts. This has been an interesting study for me, and I hope for the readers of this journal. As the journal for an emerging theory, this periodical will continue to elicit a range of reactions, interpretations, and understandings. While all may not be in agreement, and some may raise contradictions, they each contribute to the development of the theory. For this reason, it is essential that members of the Alliance and practitioners of invitational theory contribute to this effort. Without these contributions the journal will not survive. It will have no reason to.

One of the most difficult lessons I have learned is that people do not necessarily want to write about what they believe or what they do. "Inviting" authors to submit their ideas has been challenging. I appreciate the many manuscripts submitted for review, and encourage other authors

to send their thoughts, research, and prognostications about invitational theory. While we cannot publish all the manuscripts received, the Alliance is fortunate to have a first class newsletter, The Forum, under Paula Stanley's editorship, and many of the manuscripts not used in the journal are passed on to Paula for further consideration.

This issue of the journal offers a wide range of ideas and applications for invitational theory. The lead article by William Purkey and John Novak offers a schema for examining one's own development as an invitational student, practitioner, and theorist. Their article provides the impetus for further discussion about the developmental levels of invitational understanding and practice.

David and Cheryl Aspy argue persuasively to use the invitational approach in medical education. They compare the elements of Problem Based Learning with the invitational philosophy, thereby offering another arena for this emerging theory of practice.

In a historical piece, David Ryback suggests that invitational theory shares many beliefs with ancient eastern philosophies. He submits that teachers and other educators who embrace the invitational perspective may benefit from an understanding of eastern principles.

In a personal disclosure, Monica Briscall reveals how she and her family adapted an invitational approach, the 5-P Relay, to restructure their family time. This journal welcomes personal testimonials regarding the application of invitational theory, and Monica's article is an example of this type of essay.

We end this issue with a book review by Elizabeth Foster. It is most appropriate that this first review is of a book by William Purkey and Paula Stanley. Dr. Purkey is the founder and co-director of the Alliance and Dr. Stanley has been a strong leader in the Alliance during recent years. We invite reviews of other books that either have an invitational focus or because of their content will have importance for readers of this journal.

John J. Schmidt
Editor