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From The Editor's Viewpoint

an invitation

Knowledge begets knowledge. Whatever we hear, see, experience increases our own awareness and comprehension and can help us help others learn. What you selectively or generally encounter in **Educational Considerations** is intended to inform you, provoke you, or make you think. Or maybe all of these.

Why a new professional education magazine? Two reasons. The first—information/stimulation—has been mentioned. The second is to provide another forum for writers about education who have something worth considering. Literally hundreds of education-oriented periodicals are being published at this time. (The **Current Index to Journals in Education** alone covers 700 of them, according to its March 1973 issue.) Not all, however, are "refereed" — that is, have some procedure by which manuscripts are reviewed for professional quality and credibility by knowledgeable educators who recommend unconditional acceptance, conditional acceptance (e.g., with suggested revisions), or rejection. Also, many of these publications have large backlogs of submitted and/or accepted manuscripts. (One well-known magazine, for example, has enough for the next 18 months, another enough for the next two years, while the new sponsor of a quarterly journal inherited more than 400 manuscripts!) As one result, a number of journals publish only solicited articles, which eases their review load but reduces publication opportunities for authors with unsolicited worthwhile subjects of interest. **Educational Considerations** will make room for unsolicited manuscripts of prime quality.

We are fortunate in the breadth and depth of our Editorial Board of Review members' experiential backgrounds. The excellence of Messrs. Bayles, Croft, Litz, McCain, and Wilhelms in their various professional endeavors establishes high standards for their evaluation of this magazine's potential publications.

At the moment, our audience is as vast as education itself. Naturally, its concerns will be diverse. We'll consider for publication any material submitted. But because our size and number of issues per year are limited, we will probably give a greater priority to broad-scope articles of more general interest than to highly specialized or technical submissions. One exception: Reports of successful learning experiences and how they were brought about—on any level. We can learn from such descriptions whether they occurred in kindergarten-college, adult or occupational education, military, non-school, or any other setting.

Whether teacher, student, administrator, or anyone else concerned with education, if you're an aspiring author with information to impart or a reasoned point to make—straightfacedly or with tongue-in-cheek—we invite you to let us see your manuscript. If you're a reader, we invite you to consider what our authors say. And if you've a comment on our content, write us a letter; we plan to establish a letters department in a near-future issue.

Knowledge begets knowledge. With that in mind, we offer you learning points for educational consideration.

W. I. P.