

Phillip Riner takes us into another dimension of childhood and children's thinking and conceptualizing in his offering of "Inviting Children to Develop Inquiry Skills." His truly innovative suggestions for involving children in the inquiry process are rivaled only by his understanding of elementary-aged children. Who can soon forget his transformation of a soccer field into an African plain as he helped children to explore animal behavior?

Finally, Sterling Gerber and William Purkey team up in a tight, well-constructed presentation on "The Choreography of Counseling." The use of a metaphor in describing the counseling relationship via the art form of the Dance, presents a clear and powerful statement.

You will note the listing of your Editorial Board for the journal, which is presented for a number of reasons. These are the good folks who give of time and talent in helping to bring this journal together, and they deserve our recognition. They are also listed so that you might contact them as well as your Editor, to make suggestions for future issues of the journal, and to submit your own manuscripts for consideration. Guidelines for authors are listed elsewhere in the journal. Finally, those of you who would be interested in serving on the Editorial Board are encouraged to send a letter of intent along with background information to the Editor.

William B. Stafford, Editor

Editorial

Welcome to Volume 4, Number 2 of the Journal of Invitational Theory and Practice. I believe you will find the articles in this issue interesting, thoughtful, and perhaps in some instances, provocative.

Charlotte Reed and Daniel Shaw have collaborated on some verse which they created during the International Conference on Invitational Education in Virginia Beach, Virginia, "Schools Without Fear." Their verse, which evolved throughout the conference, was presented by Charlotte at the closing of the conference, and is presented here as "Voices on Schools Without Fear." Those attending the conference felt that Charlotte and Daniel captured the verve of the conference

Lynette Trent from Macquarie University, NSW, Australia, shares some of her experiences in working with teacher burnout in one of the Sydney, Australia urban schools. Lynette documents the steps she took in the initial pilot project dealing with teacher burnout in her article, "Enhancement of the School Climate by Reducing Teacher Burnout: Using an Invitational Approach" and we would hope that she will share subsequent developments taken in this program.

Karen Owens, the author of the book, Raising Your Child's Inner Self-Esteem (1995), challenges us to examine issues of self-esteem more carefully in her contribution, "Six Myths About Self-Esteem." Dr. Owens makes a distinction between "feel-good self-esteem" and "competency-based self-esteem" which merits our careful attention.