

Editorial

After the strong focus of the last volume arising from the 2004 conference in Adelaide, this volume of *New Horizons in Education* has a much broader approach with a number of peer reviewed articles across a number of topics. All these articles address, through their respective themes, the multi-faceted aims of the World Education Fellowship.

We begin with an article from Botswana where the author, Michael Adeyemi, presents us with an argument for why family life education should be integrated into the social studies curriculum of junior secondary schools in Botswana. In his article Adeyemi suggests that while the African Social Studies curriculum, upon which the Botswana curriculum is based, addresses issues related to family, it does so in ways that do not engender a moral imperative. Adeyemi argues that by adopting a family life education approach teachers and parents are better placed to guide the development of junior secondary students.

The second peer-reviewed article comes from Helen Askeff-Williams and Mike Lawson of South Australia. In this article they report research undertaken into students' (primary through to university) understandings of their own learning. Their findings provide insight into how learners view their own learning and what they believe assists them in that learning.

In her article titled *Growing empathetic, compassionate, meaningful and hope-filled students: Re-discovering the spiritual dimension in education* Marian de Souza from Victoria reports her findings of the pilot study undertaken with 16-20 year olds. de Souza suggests that in Australia the traditional institutions that have 'nurtured human spirituality such as religious traditions, families and local communities have changed noticeably in their structure and importance, and their influence in the lives of many young people have seriously diminished'. de Souza argues that education has a critical role in reversing this negative trend and proposes a framework for the learning that 'recognizes that both the outer world and the inner world of the individual are significant for learning and growth to maturity'.

The fourth of the articles in this volume is from Wendy Aмоса of New South Wales. Aмоса reports on a research study which involved 308 students where she analysed their open-ended responses to ethnically diverse literary texts. The analysis examined 'the ways that the different students engaged with the various texts and...how their engagement might have shaped their lives'. Aмоса provides examples of how some of the students made distinct connections between the texts and their own lives. She then suggests ways in which teachers can use these texts in their pedagogical practices.

It is with sadness, but with a degree of pragmatism, that we include in this volume the announcement by the President of WEF (Australia), Professor Colin Power, that during 2006 *New Horizons in Education* will be phased out. As Professor Power so rightly points out 'Almost all non-government organizations like WEF face the problem of an aging and declining membership and meagre financial resources'. The WEF Executive, through a Working Party, spent considerable time and energy, canvassing opinion and examining several options. However, the decision was finally made to change to a new format. As a result *New Horizons in Education* will be phased out during 2006 and replaced with other forms of communication to

members. Contributors to *New Horizons in Education* will be advised to contact the international journal of WEF, *New Era in Education*.

As there will be two editions of the journal in 2006 members of the current editorial and management board have agreed to continue for another twelve months. I am very grateful to Margaret Henry, Anne Feeney and John Browne for agreeing to this extension of time. As a result we will be actively seeking manuscripts for 2006 as it is my view as Editor that it would be very appropriate for *New Horizons in Education* to 'go out with a bang, not a whimper'!

Margaret Kiley
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