

EDITORIAL

Welcome to the first volume of the *Waikato Journal of Education*. The aim of the Journal is to publish articles in a wide range of topics in the field of education in its historical, social, political and cultural contexts. Articles will reflect a diversity of approaches and perspectives to the study of education and ideally inform practitioners and researchers. In this issue we have a variety of articles: longer articles of research projects, essays and critiques, and shorter articles that summarise research or scholarship.

A goal of the *Waikato Journal of Education* is to publish on topics that are relevant to various audiences, including tertiary academics, teachers at all levels of education, students of education, and those involved in education policy and administration. The editorial committee hopes that by publishing a wide range of topics in a readable style, there will be a balance between broad appeal and specific articles of interest to a distinct audience.

Most of the authors in this first volume are academic staff in the School of Education of the University of Waikato. The School was formed several years ago as the result of an amalgamation between the University and Hamilton Teachers' College. It has over one hundred academic staff who teach and research in a variety of professional areas including teacher education, leisure studies, counselling, special education, curriculum, education foundations, and policy and leadership. Education is taught as a subject in a range of degrees and diplomas in other Schools of the University. The School has a close relationship with professions relevant to its work such as teaching and counselling.

The range of topics covered in this first volume attests to the diversity of staff interests in teaching and research. The editorial committee encourages offers to contribute to subsequent volumes. Readers' reactions to this first volume are most welcome, as are suggestions for topics and themes that might be included in later volumes.

Finally, I would like to acknowledge the work of the editorial committee; the encouragement of the Dean of the School, Professor Noeline Alcorn; Rhonda Smith for her wordprocessing skills; and Donn Ratana for the cover design.

Clive McGee
Editor