This issue of the *Journal of Christian Education* deals with some of the more subtle but less definable and describable aspects of education. Brian Hill and Bill Andersen look at values. Jeffrey Dormán looks at that phenomenon variously called school environment, school climate or moral tone. Royce Sadler focuses this discussion by looking at competition. Wilfred Rieger uses the technique of scenario construction to look at in-service education of teachers.

Brian Hill notes that discussion on values education does not come easily in the Australian context. The recent *Wiltshire Report* in Queensland has addressed values issues but this aspect of the report seems to have raised some concerns in the government. Hill’s paper reports on a Western Australian response to moves to produce a National Curriculum. Schools in the non-state sector of the Western Australian education system obtained a grant to conduct a review of the *Student Outcome Statements* included in the National Curriculum documents. Of 860 Outcome Statements only 30 were in any way connected with values education. The grant enabled the appointment of a review coordinator and in turn this led to the development of a Values Framework which could be used to provide a critique of the Outcome Statements.

Hill reports on the values framework and the paper provides details of the value statements that were derived from the review. Hill’s paper concludes by urging Christians to follow the lead of this Western Australian group. This group identified an aspect of education that was of some concern. It then took action to remediate the problem. This action involved entering the marketplace of ideas and arguing a balanced and well-thought out position.

Bill Andersen believes that it is difficult, perhaps unethical, and often impracticable to teach values in a direct manner. He suggests that careful thought should be given to the ways individual teachers are able to influence for good or ill the development of their students’ lives and values. Drawing on the work of Martin Buber he argues that education is much more than “pouring” content into students’ minds: education involves forming character. The teacher’s character is instrumental in this process and teachers must be willing to open themselves up, to reveal themselves, to be vulnerable to their students. Andersen argues that students are also influenced by the corporate milieu. For Buber “communion” exists between individuals and “community” exists within a group. The same
qualities of transparency that are so important in the student-teacher relationship are important in the corporate relationship. Andersen concludes with a discussion of the ways in which the "unteachable" values of love, joy and peace can be "caught" in the school context.

Jeffrey Dorman's paper takes up some of these "unteachable" aspects of schooling. Schools that profess a Christian foundation generally assert that their ethos, their climate, their environment is distinctive. These schools believe that in some way their communal life is such that various values, standards of behaviour, and ethical stances are communicated to the students in a subtle, undefinable way. Jeffrey Dorman's paper describes his attempts to develop an instrument that measures the school environment of Catholic schools in a way that takes account of their distinctive Christ-centredness. He identifies seven characteristics of an authentic Catholic school environment: empowerment, student support, affiliation, professional interest, mission consensus, resource adequacy, and work pressure. He reports on how these characteristics were used to develop the Catholic School Environment Questionnaire. He also reports on some research using the questionnaire.

Competition is not discussed in the values framework described by Hill. Nor does it seem to rate highly in Andersen's or Buber's ideas about development of values and character. Nor is it identified by Dorman as a distinguishing characteristic of Catholic schools. Nevertheless, it is a powerful force in modern society and it is a significant characteristic of many schools. Royce Sadler examines various perspectives on competition and he describes a Biblical perspective on competition. Sadler gives some attention to the ways that Christians and Christian teachers should respond to competition. He describes radical responses (such as eliminating competition completely) and other alternatives.

Wilfred Rieger reflects on the Seventh Day Adventist Church schools in Australia. He reports some research into human resource development issues within the school system. On the basis of this research he builds some scenarios that serve to integrate the research findings and in so doing he paints some possible pictures of the direction in which the school system may head.