

Editorial

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This issue of the Journal has four departments: "Feature articles"; "Research"; "Reflections"; and "Reviews". This structure reflects the editorial policy of the new Editor and Editorial Board, which is that each issue of the Journal contains a balance of contributions matched to the different interests of members of the environmental education community, while remaining committed to the original brief of the Journal which is to "present information and argument which will stimulate debate about educational activities to enhance environmental awareness, understanding and action among all Australians".

"Feature articles" are substantial papers dealing with important concepts or perspectives or issues in the field of EE. For example, the issues being engaged in this department may be to do with the teaching of EE, or with EE as curriculum, or with concerns about the continuing bureaucratisation of EE. The "Feature articles" included in this issue are those of Blake and Cock, Di Chiro and Davis. Blake and Cock examine (in a formal tertiary education setting) the tension encountered in attempts to develop EE understanding that are holistic and integrated within an unsympathetic disciplinary and technocratic context. They ground their views in their recent experiences in Monash University's Graduate School of Environmental Science. Di Chiro argues for the adoption of a critical feminist perspective in examining the area of EE as an appropriate response to the perceived socio-environmental crisis. In doing so, the paper points to the essentially political character of EE. Davis invokes the EE trichotomy of "education about the environment", "education in the environment", and "education for the environment" in arguing for an approach to energy education that adopts the more critical pedagogy of the last of these three forms of EE — an approach which he terms "energy education for the environment". He points out that most energy education amounts to teaching and learning about the utilisation, development and perhaps conservation of energy, and indicates the nature of the challenge for educators in developing more environmentally critical approaches in energy education.

The "Research" department is intended to present recent accounts of original research work conducted in the field. The research may be of the quantitative, applied science design, the interpretive case study kind, or more participatory action variety in which EE practitioners report on self-studies of their own educational work in

EE. However, a preference will be exercised for the more accessible, descriptive examples of research that tend to emanate from case study and action research. In this issue, Johnson and Fensham present a brief account of a word-association study in EE conducted in Melbourne primary and secondary schools. They comment on the associations pupils make with such words as "greenie", "pollution", "conservation", and "environment", and outline a number of resources for encouraging EE teachers to engage in similar word association studies with their own pupils.

The "Reflections" department is intended to provide a forum for members of the EE community to present a personal statement of where they stand in EE, and to substantiate this with a descriptive account of their own or their institution's activities in EE.

Foreman's "Introspective.... in a field study centre" provides a self-reflective account of a week in the life of the Arbury Park Outdoor School.

The "Reviews" section invites reviews of books, teaching materials and other literature, and brief responses to perspectives presented in published papers. In this issue, Fisher presents a critique of a tertiary text in environmental science.

Contributions to any of these departments are invited for future issues of the Journal.