

POSTSCRIPT

The first part of the editorial may have been a little indulgent. But it served the purpose of flagging the contents of *AJEE* 1996. Its second purpose is suggested by its being set out in a style which is an unfamiliar one in *AJEE* and in most professional journals of environmental education. It is an indicator that *AJEE* will welcome the contribution of ideas which challenge and entertain readers not only because of their intellectual content but also by virtue of the ways in which they are presented. "Intellectual" is here taken to refer to cognitive as well as affective content. This journal certainly seeks communication about concepts, ideas, ideologies, philosophies, theories and so on; it also welcomes contributions about, in and for passions. 'About', 'in' and 'for' are three words central to much of what is presently written about in environmental education. Strangely, passions are not as commonly addressed, strangely because most environmental educators are passionate about what they do and the reasons why they act in the they ways do. Although often well communicated in prose, passions equally often find expression in poetic forms or in musical, dramatic or visual art forms.

And so the second intention is to raise for discussion the suggestion that this professional journal might extend the boundaries of its considerations, both in content and in modes of presentation.

AJEE has a reputation as a credible professional journal due largely to the efforts of previous editor Ian Robottom and the large number of practitioners and theoreticians his editorship attracted towards making contribution to the journal. However, it is a truism to say that things change; this is hardly a new idea to environmental or any other educators. A question then is 'How will *AJEE* change, for what ends and under whose direction?'

The editorial refers to a questionnaire. Your reading of this issue of *AJEE* will have provided you with ideas you think we should know about; the questionnaire is intended as a vehicle for your informing us of those ideas. Some further suggestions towards envisioned futures for *AJEE* appear below. Readers are encouraged to respond to those suggestions, too.

This issue contains reports based on Masters student work. We look forward to presenting more examples of such work—and to reports emerging from the increasing number of PhD students in the field. Much of the material in this issue has been provided by experienced educators and researchers. Such work we shall continue to solicit.

AJEE's strong reputation as a publisher of research and theory oriented articles has been associated with some inaccessibility of its contents to members and other readers whose interests centre more around practice. There is, I

suggest, a knotty problem to be resolved. It is how the journal contents might reflect the interests of as many people as possible in environmental education, and maintain its academic respectability. Suggestions you have to help *AJEE* bridge the sometimes large gaps between theoreticians, researchers and practitioners are welcome.

As part of that bridging process the section 'Stories from practice' has been introduced. We look forward to receiving your comments on the concept, as well as on the content of Peter Newman's article, the first under that general heading.

This issue of *AJEE* has included a thematic section; the theme this time results in us appreciating some of the similarities and differences between interpreters and environmental educators and perhaps in raising them for further discussion as both groups of educators endeavour to work in supportive ways towards the common elements of our imagined futures. Later issues of *AJEE* might well seek to publish papers about the relationships between environmental and other kinds of education, or perhaps to examine the extent to which any individual kind of education is demonstrably pro- or anti-environmental. Readers may well have views on which would be especially significant groups of educators with whom we might best seek discussion. Contributions will be sought from people working in education in the Arts, Design, Media Studies and Asian Studies, and in community development. The immediate directions to be taken by *AJEE* will depend to a large extent on advice from its readers; I hope your ideas will be amongst that advice.

The editorial to this issue raises the matter of passion. However, academically respectable writings are meant to reflect detachment and its companion objectivity. Detached and objective passions are a little like permanently sustainable growth in a finite world—hard to come by. It may be that readers do not want matters of passions and less-than-fully-academic discussions about attitudes in a journal such as *AJEE*. Now is your chance to let us know. I shall also be seeking contributions about the importance of humour in assisting us to understand, live with and be energetic enough to change the things which outrage us environmentally and educationally. It seems proper to explore and celebrate in *AJEE* this social phenomenon which is of obvious significance in the lives of most environmental educators.

A further feature of this issue of *AJEE* is the inclusion of 'Reading notes' in which Annette Gough has set out some signposts to useful reading for environmental educators, but in a form less dense but no less valuable than the fuller accounts given by John Sibly and Roger Smith. Should there be more?

Authors' faces and short accounts of their interests in environmental education accompany their work; the intention is to provide readers with some sense of 'meeting' the authors as well as reading their ideas.

It is probably obvious by now that *AJEE* also seeks some meeting and dialogue with members of the Association and other readers so that the journal and the ideas presented can be discussed. To facilitate this it is intended to introduce next issue a section possibly called 'Feedback' or 'Riposte' or some other term signifying comment and discussion. Readers are therefore invited to send in concise and constructive comments about *AJEE* and its contents. They should reach the editor before 28 February 1997.

Three things in closing. First, my sincere thanks to John Smith who organised the unorganisable and fed the hungry, and to Jo Bishop and Julie Norman who gave valued opinions and support. Second, particular thanks are due to thank Phil Heaton for the well-considered and finely rendered ways in which he has represented many of the interests of the Association in the cover illustrations. Third, much gratitude goes to Ian Willson for the sense of composition and damn fine finickyness (new word) he brought to designing and typesetting the journal. Together all these people have tried to produce a journal which interested you and gave you a feeling of being welcomed to discussions about some substantial ideas. If you like this issue that will be terrific, especially if you tell us why. If you do not like it your assistance to improve *AJEE* will be equally important.

The Association is grateful that an invitation to constitute the Editorial Board has been accepted by Annette Gough, Greg Hunt, Ian Lowe, Michael Michie, Colin McAndrew and Judy van Rossem; they bring a wide array of experiences and expertise to the Board as their brief biographical details on the inside back cover reveal. They and the editorial group look forward to your comments and contributions.

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Readers are invited to forward material for consideration for publication in *AJEE*, volume 13, 1997. Contributions covering the whole field of environmental education are sought; it will be of particular interest to the editorial group to receive material discussing environmental education in arts, design and media education and in Australia's near-neighbours such as south-east Asia, New Zealand and Pacific nations. Further notes about the kinds of material sought are provided in the section 'Guidelines for Authors'.

Contributions for *AJEE* 1997 should be forwarded to reach the Editor before 28 February 1997 at the address given in 'Guidelines for Authors'.