

Editorial

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In this edition, there are articles describing environmental education in five countries — Australia, Canada, England, South Africa, and New Zealand. The Editorial Board of the *Australian Journal of Environmental Education* has been expanded to provide a more international presence in keeping with the journal's increasingly broad readership and contributor base. The following new members are welcomed to the Board:

Dr Paul Hart, Faculty of Education, University of Regina, Canada
Dr Michela Mayer, Centro Europeo Dell'Educazione, Frascati, Italy
Dr Joy Palmer, School of Education, University of Durham, England
Professor Peter Posch, Universität für Bildungswissenschaften, Klagenfurt, Austria

Each of these new members to the Board has made a significant contribution to environmental education in their own countries. For example, Paul Hart is a Canadian member of the Board of the North American Association for Environmental Education; Michela Mayer and Peter Posch are key founding members of the Organisation for Economic Cooperation and Development's 'Environment and School Initiatives Project', and Joy Palmer is past president of the National Association for Environmental Education in the U.K, and recent recipient of a major research grant from the Economic and Social Research Council.

In this issue, Norman Blaikie's article examines commitment to an ecological worldview and environmentally responsible behaviour in a sample of Melbourne university students, using a 24-item ecological worldview scale. His results suggest relatively strong associations between ecological world view and environmental behaviour, differences in commitment by faculty of enrolment and subjects studied at high school, and important gender differences.

Ross Dowling presents an historical account of environmental education in New Zealand. He traces early steps, including the formation of the New Zealand Association of Environmental Education in 1984, course development in schools and universities, and the role of non-government agencies. The article concludes with some recommendations for New Zealand environmental education.

Pam Gunnell and Ken Dyer have two articles in this year's issue. Their "Environmental Studies: Lessons from a quaternary perspective" asserts that environmental problems result, at least in part, from the hegemony of the currently existing 'culture of positivism'. They argue that environmental studies departments in universities are well placed to adopt a counter hegemonic, reconstructionist role because they already study environmental problems holistically. They provide examples of a reconstructionist approach from their work at the University of Adelaide. Their second article explores the relationship between anthropocentrism and biocentrism and the practical consequences for teachers of viewing them either as a dichotomy or as at either end of a continuum. Their paper argues that human beings cannot escape at least a minimal anthropocentrism but that it is this very anthropocentrism which enables us, paradoxically, to adopt a more biocentric attitude if we so choose.

David Hicks presents an argument that especially as environmental educators, we need to engage in the task of 'reclaiming the future'. In taking a look at future society, and the role of education in the future, he argues *inter alia* for a more explicit education for the environment. He poses a series of questions for teachers and teacher educators about the need to educate more explicitly for a future that will be very different from today, and provides some examples of what this might look like.

Bob Jickling argues that research in environmental education has been hindered by a failure on the part of the research community to recognise the need for a more complete range of research perspectives than those customarily found. Jickling's article is both an argument for, and an instance of, a form of research that is better termed philosophical than empirical. He argues that conceptual analysis is a logical necessity if we are to establish greater coherence within the field of environmental education.

Alistair Robertson's article argues for constructivist research in environmental education, based on recent empirical work in southern Africa. The interview-based study with students in a teacher education context portrays four conceptualisations of environment and four conceptualisations of human-environment relationships, and considers these in relation to goals of environmental education and the evolving South African socio-political context.

David Selby considers the relationship between humane education and environmental education, and argues that humane education, which focuses upon animal rights and welfare issues in the curriculum, rightly belongs to the constellation of 'educations' which global education can be said to embrace. He offers two classroom activities based on global education models.

Ian Thomas reports on research in which a questionnaire, with follow-up, was distributed to identifiable tertiary courses across Australia to assess the variety of courses and their features. The results indicated that the

number of both undergraduate and postgraduate courses has increased substantially, with 'environmental management' being a major focus. He found that generally the university courses featured an interdisciplinary approach, team work for research projects, and consideration of interactions of the physical and social environments.

The Editorial Board notes the retirement of Dr William B. Stapp from his post as full professor in the School of Natural Resources and Environment at the University of Michigan. Bill Stapp is arguably the best known name in international environmental education. The field of environmental education is strewn with his achievements, perhaps beginning with a telling contribution in 1969 of a valued definition of environmental education in the first issue of the *Journal of Environmental Education*, through to his very recent development of the Global Rivers Environmental Education Network which has had an impact in many countries, not least Australia. He has also been President of the North American Association for Environmental Education, and a long-serving member of the editorial board of the *Journal of Environmental Education*. Generations of students from Bill's classes at the University of Michigan have occupied posts of responsibility in environmental education in the USA and internationally. I personally profited from six months of support from Bill Stapp during a sabbatical at the School of Natural Resources in 1983 and can attest from first hand to the quality of his work with undergraduate and graduate students in environmental education, and the respect with which they held, and hold still, his effect on their lives. We hope that Bill will continue his contributions to environmental education in this next phase of his life.