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# Editorial

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The Australian Journal of Environmental Education was first published by the Australian Association for Environmental Education because of a perceived need to provide an outlet for disciplined consideration of subjects relevant to environmental communicators. It was also seen as a means of encouraging a more objective review of environmental programmes and projects. Whilst the Editorial Board welcomes papers on a wide variety of topics, it has identified a number of issues that seem worthy of special consideration in future editions of the Journal:

- Aquatic environments and environmental education  
Stream, pond and maritime studies are currently in vogue; but how have traditional approaches been modified or developed to meet the different conditions found in these environments? Has communication been used as a management tool and can it be effective?
- Values, attitudes, behaviour and the environment  
Behind all environmental communication there appears to be a long term desire, often unstated, to change behaviour. What communication theories apply to environmental education? Are programmes reflecting the current state of the art in learning and communication theory?
- The community and environmental issues  
There is a general feeling in our society that Australians are losing their “last frontier” attitude and adopting a more conserving viewpoint. Does the evidence support this? How and why have some environmental issues captured community understanding, concern and acceptability whilst others are tagged “ratbag issues”? What environmental issues are important to the community?
- Culture and environment  
Groups in Australia with different ethnic backgrounds are presumed to have different perspectives on the environment. What are the areas of divergence and concurrence? What strategies therefore should communicators use for different groups? What can be learnt for environmental protection from cultural diversity?
- Achieving environmental action  
Many environmental educators believe that environmental action is a true test for effectiveness of communication. What programme elements have motivated action? How important is knowledge? How useful is an emotional response to an issue?
- The nature and effectiveness of school programmes  
A variety of school and community programmes exist that are perceived to be or described as being

“environmental”. What makes a subject or programme warrant this title? Why is there so much debate on this issue? What is being achieved by “environmental education” in institutions?

- Training the environmental educator  
It has been said of environmental interpreters, “They are born not made, they have an innate sensitivity to people, natural things and processes as well as a deep self awareness.” What does make an environmental educator? How are the institutions preparing communicators for this role? Is knowledge, attitude, or an ability to communicate, the best starting point?
- Energy, education and the environment  
Whilst population is seen by many to be the greatest environmental issue facing humanity, the energy crisis of recent years has been the first to hit home in the western world. What has happened to energy issues? Is energy conservation being practiced? Has education been effective in this area?  
It is hoped that these topics will form the themes for future Journal editions. As a result, papers are called for in these areas.