
Editorial

John Quay

Welcome to volume 19, issue 2, of the *Journal of Outdoor and Environmental Education*. With this issue, development of the journal continues via an expanded Editorial Board that encompasses a group of highly respected Regional Editors who will support the journal from their places — in Asia, Europe, North America, and the United Kingdom — complementing the work of the Associate Editors in Australia and New Zealand. A further critical addition is Glyn Thomas in the role of Reviews Editor, overseeing the journal's contribution to commentary in connection with recent publications.

This is a Special Issue of the journal as all papers were invited, then processed as normal through double blind peer review, with Andrew Brookes and me as co-editors. The aim is to provide perspectives on past and future that speak across the change in name from the *Australian Journal of Outdoor Education* to the *Journal of Outdoor and Environmental Education*. In more colloquial terms, the papers in this issue attempt a version of "looking back while looking forward." Notably, all the authors are Australian: a deliberate decision in the attempt to capture these perspectives.

The first paper, "Australian Outdoor (and) Environmental Education Research: Senses of 'Place' in Two Constituencies" by Noel Gough, immediately confronts an issue at the heart of the new journal title by questioning the meaning of the "and": should it be "outdoor and environmental education" or "outdoor environmental education"? This difference is a significant one, re-emphasizing questions about the level of association between outdoor education and environmental education raised by Andrew Brookes more than a decade ago. Gough argues that the distinction between outdoor and indoor forms of education feeds into the specific contribution outdoor education makes in environmental education, highlighting the importance of attending to senses of place in these deliberations.

The paper by Andrew Brookes and Alistair Stewart "What Do Citation Patterns Reveal About the Outdoor Education Field? A Snapshot 2000–2013" looks back and forward through a bibliometric lens, searching for citation patterns that may inform our understanding of publishing in outdoor education. Their analysis is timely considering the many changes that are occurring in the publishing world and the ways in which bibliometric measurements are being used to characterize the contributions of academics. Interestingly, the importance of theses in the citing works suggests that outdoor education is a field still in the earlier phases of its maturation, generating significant momentum through the engagement of master's and doctoral candidates.

Tonia Gray's paper "The 'F' Word: Feminism in Outdoor Education" is deliberately provocative, looking back and forward in questioning the status of women working in outdoor education, through a feminist lens. As we aim to proactively achieve gender equality in all spheres of life, it is timely to gain a sense of how this applies in outdoor education. Of key concern are what Gray generously calls "blind spots" in the outdoor education profession. These are instances where the distinctive contributions of women are not deliberately considered in decision-making processes. Merit does not excuse these blind spots as it is often interpreted narrowly, without due consideration of the importance of gender in constructing our field.

The paper from John Quay "Outdoor Education and School Curriculum Distinctiveness: More Than Content, More Than Process" looks back and forward by exploring deliberations about outdoor education and school curriculum. These discussions commonly attempt to define outdoor education such that it may be considered to possess a distinct (amongst other subjects) body of knowledge, thereby cementing its place in a content-based curriculum. Quay argues that because there is more to curriculum than knowledge and skills, ways of being provide a possible alternative which positions outdoor education differently, thereby undercutting previous debates.

Noel Gough bookends the papers in this issue with an important contribution "Postparadigmatic Materialisms: A 'New Movement of Thought' for Outdoor Environmental Education Research?" that looks forward by looking back at how we contend methodologically with the issue (expressed perhaps too simply in much outdoor education discourse) of human-nature (environment) relationships. Gough argues that the methodological discussions raging in various fields must be engaged with in order to inform how we consider this relation — be it as inter-action or "intra-action."

A further valuable asset in this issue is an extended book review penned by Phil Mullins of "*Mountaineering Tourism*" by Musa, Higham, and Thompson-Carr.

I hope you enjoy this Special Issue of the journal. Thank you very much to all involved in making it happen: my co-editor for this issue Andrew Brookes, the authors, the editorial team, and of course the highly valued reviewers.

John Quay, Ph.D
Editor