EDITORIAL

Tonia Gray

I approach my new job as managing editor with mixed feelings. I feel honoured to be associated with editing a scholarly journal which is able to stand tall beside any "quality" publication. However, I feel somewhat daunted by the fact that I follow in the footsteps of two editors (Jay Henderson and Peter Martin) who have set standards of excellence and quality. At this juncture, I would like to publicly acknowledge their valuable input.

Most of our regular readers will no doubt find that the Australian Journal of Outdoor Education (AJOE) now has a completely different look....a face-lift if you like! It has made the transition to a fully refereed journal which is devoted to the scholarly examination of issues in the field of outdoor education. The direction and intent of AJOE is something which is still in the embryonic stages. As the managing editor it is my role, in collaboration with the AJOE executive and the editorial board, to provide that assistance.

This edition of the AJOE is broken into two parts. In the first part, the refereed articles (pages 2 - 65) are a collection of diverse and thought provoking topics. After 50 years of outdoor education, James Neill & Garry Richards have summarised the empirical research. Their findings and discussion are both enlightening and challenging for our field. Ray Handley examines the power of 'story' and utilising his extensive background with behaviour and conduct disordered adolescents, to provide an insight into this powerful tool.

It is timely to investigate the relationship between ORCA and the AOEC, and to this end, Peter Martin offers some interesting debate. The differing educational ideologies are examined and readers should be provided with some controversial insights. Robyn Mulholland & Anthony Williams present an evaluation of their Exploring Together Outdoors program for troubled mother/daughter relationships. Their findings and discussion outline the benefits associated with wilderness therapy.

The next two articles address the topical area of instructor burnout. Scott MacNaughton provides a light-hearted, easy to read rendition of his personal involvement in outdoor education along with an analysis of ways to prevent burnout. Robyn Edwards and myself also explore this topic - but our article primarily comes from a Narrative Therapy perspective. Readers may find this style rather difficult to follow, as many questions are posed within the fabric of the paper.

Simon Crisp & Matt O'Donnell examine wilderness-adventure therapy in adolescent mental health. In this paper they begin to unravel the mysteries associated with "what intervention for which client". Their expertise and knowledge in this field is clearly apparent in this article.

Lastly, Lesley Mansfield & James Pearce trace the growth in experience and understanding from which an outdoor leader course evolved. This paper is also topical considering we as a professional group, are always examining issues to do with leadership competencies. Collectively, the refereed papers offer stimulating reading and cover a broad range of themes.

The second part of the AJOE is designed to offer "practical tips and tricks for the trade". Here, you will find story-telling (Ray Handley), book reviews (Rob Sveen & Simon Crisp) and a page devoted to sharing facilitation/debriefing skills. In this edition Ian Boyle has taken the initiative to be our first contributor. I would like to invite other practitioners to do the same.

It would be remiss of me not to thank the University of Wollongong for generously sponsoring this journal. On behalf of the AOEC/AJOE I would like to publicly acknowledge their financial assistance for this edition. I hope their lead will entice others to do the same.

On another note, over the last six months I have developed an editorial policy, produced a document which outlines contributor's guidelines, establishment an editorial board and begun work on the shaping of future themes for upcoming editions.

A refereed journal is usually recognized as an indicator of improved quality. Basically, the referee process is one whereby articles submitted for publication are sent, without author identification, to other professionals in the field - the referees. The referee reads and critiques the article, keeping in mind its readability, suitability for experienced or less experienced professionals, contribution to the field, and the appropriateness of the theme or topic under discussion for the specific edition. Comments from referees are returned to the editor and then the article's author. A referee process is an excellent way to obtain an unbiased critique of your work as an author and contributor to the field. It is easy to understand why refereed journals usually have a high content quality.

A refereed journal in outdoor education represents a milestone in Australia. Overseas, the *Journal of Experiential Education* is refereed, as are sections of the new UK journal, which incorporates *Adventure Education*, *Horizons*.

Undoubtedly the shift to a refereed journal represents a major challenge for the field. It is a big step for the AOEC and AJOE. To this end, I urge you all to become part of that challenge.

Articles should range from 500-5000 words in length. Details and contributor's guidelines can be obtained by contacting the editor. Appropriate photographs and/or artwork are also encouraged.

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Happy reading