

Views from the Academy Myers and Kitsuse (2000, p.222) observed that it was difficult to find not only 'contemporary scholarly writings with alternative futures as the object of sustained inquiry' but also 'course titles in the curriculum that contain a future orientation'. Digging deeper into curricula reveals more explicit engagement, but first impressions indicate teaching programmes assembled largely from broadly generic titles and highly specific topical descriptions. Here I summarise a short survey of 10 programmes in Australia and New Zealand, limiting responses to undergraduate degrees which remain the cornerstone of professional education in these countries. This observation continues to ring true, with honourable exceptions explained mostly by the research predilections of individual faculty members. The responses are not rigorously scientific, more a sampling of opinion and attitudes, but they nonetheless serve my purpose in opening up the issue to exploration. Across this spectrum, just how do programmes ?actually deal with issues of uncertainty, change, strategic choice, prediction and forecast