

Editorial

Hello for 1998. When I come to write these 'editorials' (which I think really are introductions) I am interested how particular themes are repeated in the papers – only because they have come in the papers as submitted, not because the reviewers or myself have selected them. This year a clear theme is the difficulties that adolescents are facing and ways of helping them. Fanshawe and Burnett outline the stressors in schools as adolescents' see them; Lew and Care describe adolescents 'at risk' of leaving school early; Fernandez and Holsgrove have a case of a boy at risk of suicide; Douglas has a full and practical description of a peer helping program; Tracey and Gleeson compare AD/HD adolescents' and their parents' perceptions of how they are coping; and Fernandez and Holsgrove also have a study of a reading program to help students in high school.

Of course there are other topics which add to the broad interests of the journal. Christie and MacMullin's paper presents a scale that shows what some children aged 10 - 13 years to worry about. Waugh and Forlin discuss the effectiveness of training for parents of children with AD/HD. Barletta has a review of the area of solution focussed counselling which relates to the paper by Fernandez and Holsgrove which uses it in practice, and Gillies has another study in her series on cooperative learning. Sheehy presents a short description of a treatment of a selective mute.

I was pleased to receive a good number of 'field reports' from practising guidance officers and counsellors, and to note that they have related their work to earlier studies through literature reviews. This fits well with the hopes I expressed in my first editorial for the journal to reflect the work of 'science-practitioners'. It is also important of course to have research papers that complement practical work by providing evidence of the efficacy of programs undertaken in schools or to suggest ideas for new programs.

I am very pleased to announce that the executive of the AGCA has provided funding to have a special edition of the journal in the area of mental health/resiliency/coping in young people. It is a concern that is very evident across the country, for example in Victoria the government has provided significant funds to employ further workers in the area. Dr Erica Frydenberg of Melbourne University has kindly agreed to be guest editor, and she is a most suitable person for the role being an international authority on coping. Her Adolescent Coping Scale is well known and she has released an Adult Coping Scale as well as having written many articles and books. The Australian Council of Educational Research will (hopefully) be helping with funding as they have many products that are important resources in this area. There is a notice in this journal with details for submission of papers. The special edition should appear in the first half of 1999.

And finally, but most importantly, I must again thank the reviewers Paul Burnett, Robynne Moore, Gabrielle Elich, Greg Field and Greg Henderson for their sterling efforts in reading then commenting on submitted papers. (I should say though that the final responsibility for acceptance or rejection of papers rests with me.) But obviously the journal would not exist and be of interest if people did not submit papers so I thank all those who submitted papers and exhort others to write up your research or good programs – we need to have enough for two numbers of the journal next year!

I hope you enjoy the reading and have a successful finish to your year.

Ivan Watson