

Editorial

Welcome to the second issue of the Journal for 1996.

Kate Prescott presented a great special edition on teaching prosocial skills earlier in the year (there is an order form in this edition). I would like to congratulate and thank her for the excellent work she has done as project officer, culminating in the special edition. As I take over the job of editor and face the work involved I am even more impressed by the efforts of John Carroll the foundation editor of the *Australian Journal of Guidance and Counselling* (and the Queensland equivalent before that). The committee members of the Association are very appreciative of his work over all those years - and hope that he can now enjoy some spare time. I especially thank him for his assistance in the hand-over.

I was pleased to have the opportunity to take up the role of editor as I have always been impressed by the eclectic mix of papers in the Journal, most that have been useful to our readers working 'in the field'. I hope to continue this tradition of articles that are 'scientific' in being rigorous, and replicable if research papers, and also interesting and directly relevant to our members - a 'practical science' model of papers. I believe that the papers in this edition fulfil those criteria well.

I will not attempt to summarize the papers here, but point out that several topics have emerged in related papers. The issue of supervision is discussed in two papers, Barletta's in a more general way, and McMahon and Solas's more empirically through a survey. Another topic to emerge is that of social phobia or anxiety which is investigated in the paper of Campbell and that of King, Madden and Tonge. Bayer, Shute and MacMillan's paper on social problem solving also touches on this area which is so important to children in schools. The paper of Fallone and Hewson on counsellors' attitudes to homosexuality may produce some discussion, but I believe that is appropriate because a role of the Journal is to be a forum for discussion. Which brings me to say that I would welcome any letters in response to the Journal, either to be published as discussion on topics raised in papers, or as suggestions to me for improvement.

I believe there is a fertile source of interesting reports in the excellent work being done in schools which is usually not heard of widely. Thorough 'action research' can be as 'scientific' as the more statistically based research, so please send in reports of your good fieldwork in schools. To encourage dissemination of good practice, the AGCA is planning to award certificates of excellence, together with providing publication in the Journal.

I would like to thank the reviewers who have continued from earlier editions, and to welcome Paul Burnett as associate and book-review editor and Greg Henderson. Thanks of course to the contributors including those whose papers were not accepted - please send in more next year and encourage others to do so.

I hope you find this number of the Journal stimulating and useful.

Ivan Watson