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# EDITORIAL

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It is my great pleasure to welcome you to the first issue of "The Australian Educational and Developmental Psychologist". I hope that with the support of members of the Board of Educational and Developmental Psychologists, this publication will develop to be a valuable stimulus for the advancement of our profession. I must immediately express my thanks to the members of the Editorial Board for providing the creative force and hard work needed to convert the idea of a B.E.D.P. Publication into reality. In particular, I must thank Sue O'Brien, my Associate Editor, who has efficiently organized the mechanics of printing and distribution, which are to take place in Melbourne after I have organized the publication content in Darwin. I must also thank the B.E.D.P. Committee for its active support and encouragement of the publication since I have been installed as Editor.

In another section of this issue I have discussed the responses to a questionnaire sent to members of the Board late in 1983 concerning the preferred content of this publication. There is clearly a strong preference for articles that will advance the knowledge of practitioners and researchers in the field. We are therefore proposing to publish empirical studies, research reviews, theoretical discussions, issues in professional practice, case discussions and reviews of books and test materials that are likely to be of interest to educational and developmental psychologists. Good quality contributions in any of these areas will be welcomed. (As many practitioners in the field may be unsophisticated in writing for publication, we intend to offer assistance in the development of good quality articles from sound ideas through our team of "experts", the Editorial Board. So please don't be shy in offering to share your ideas or your data with fellow psychologists!)

The questionnaire responses also indicated strong support for a publication that includes news from the Board Committee and Sections, and other news of interest to members. It is intended, therefore, that the publication will also serve the function of a newsletter. Readers are encouraged to communicate with each other through such sections as the Network Page (see "Guidelines for Contributors") and Letters to the Editor, and to use the publication to provide notices of forthcoming workshops, conferences or other events that might be of interest to other readers.

In this first edition of "The Australian Educational and Developmental Psychologist", we have published three articles with a common theme: the role of the school psychologist. As almost half of the Board members who responded to the questionnaire are engaged in the practice of psychology in schools, this emphasis seems particularly apt. The article by Page addresses the need for school psychology/guidance to respond to the changing needs of students, teachers and schools by developing new approaches to service delivery rather than continuing to use approaches that preserve the status quo. The article by Lord et al. also addresses the need to change methods of service delivery, primarily on the grounds that school psychological services should be available to all students and teachers and should be preventive rather than remedial. This article emphasizes the indirect service delivery model. Rice's article examines possible reasons for the low status of guidance services in Victoria, where a public indictment of the services by Haskell in 1982 appears to have been followed more recently by a movement towards disbandment of school psychology services in their present form. Rice suggests that Victorian teachers have not used school psychological services because the work of psychologists with "disruptive" students is often perceived as a threat to the teacher's competence rather than because the school psychologists are themselves ineffective.

The issue raised in Rice's article is contentious and, I believe, could benefit from further comment. I would welcome comments from those who know the Victorian service concerning the generality of Rice's conclusions. School psychologists from other States may also be able to comment on differences in their services that protect them from similar attacks. Further analysis of the issue is needed if only to ensure that school psychology services in other States are preserved so that they can begin to move towards the changes suggested in the Page and Lord et al. articles.

Finally, I wish to express my hope that "The Australian Educational and Developmental Psychologist" will help to provide A.P.S. Members with value for money. There has been a great deal of concern from A.P.S. Members that they obtain little of value from their annual subscription. This publication aims to meet the expressed needs of Australian psychologists working in the field of educational and developmental psychology and will therefore, I hope, prove to be a worthwhile product of your subscriptions. I will welcome any constructive suggestions for enhancing its value to Members.

Stephen Meredith.  
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