EDITORIAL

PSYCHOLOGY AND EDUCATION: AN INSEPARABLE PAIR

In July of this year I presented a paper at the IVth European Congress of Psychology in Athens (Greece) on the topic, *Counselling Psychology its past and its future*. One of the points made in the paper was the fact that counselling psychology, as well as its kindred disciplines clinical psychology, educational psychology, and school psychology must define its role in terms of what unique service it has to offer to the schools and other institutions, and what levels of expertise professionals in the other three disciplines have to offer when working with students and school personnel.

Two of the papers published in this issue of the Journal elaborate somewhat on this subject. Hildebrand, Saklofske, von Baeyer, and Yackulic have investigated the ethical understanding of school psychologists in Saskatchewan, and their ability to identify certain ethical issues in their practice. The focus of their paper is the ability of school psychologists to identify ethical issues.

Counselling psychologists, in recent years, have become enmeshed in some contradictory perspectives in terms of their identity and roles. Prof. Sinacore-Guinn traces the background of guidance counselling and counselling psychology and defines the direction that the profession will be taking in the future, not only in educational settings but in the multiple settings in which counsellors now find themselves working.

An interesting twist to the concept of creativity is presented by Prof. Comeau, who stresses that there has been a tendency to emphasize the value of personal growth at the expense of the disciplines. Comeau points out the need for a solid grounding or competence in a discipline, and he recognizes the value of methodical learning. These, he says, can best encourage the capacity to create.

Professor Gaudet, in his paper *La formation pratique: Une analyse épistémologique*, presents an epistemological analysis of practical training. He uses illustrations of various methods of practical training derived from several professional fields. The models of Kolb and Argyris are used to reinforce his theoretical point of view.

In the last article of this issue, the authors seem to be asking: Does the Holmes Group's idea of Professional Development Schools work? Cook and McClean describe the results of their experience with implementing the idea in a cooperative project between a faculty of education and the staff of a secondary school. Along with the positive results of their project, the authors give some ideas of certain organizational factors that must be reconsidered in order for such projects to be completely successful.

W.M.T.