

INTRODUCTION

SOME TIME BACK, the executive editors of this journal decided that the development of theme issues could be important in encouraging contributions to the journal from individuals who may work in unique and specific areas of the field. A number of themes were identified, and a policy of no more than two theme issues a volume was established. This volume, however, is the exception to that rule because it will include three theme issues. This is due primarily to the journal's focus during the past year on the Moreno centennial, which brought a delay in publication of material that was in the gathering process. It is not fair to the authors of those articles to delay their publication dates further.

Consequently, this and the following issue of the journal will address a single theme—psychodrama and group work with children. Well over two years ago, we issued an invitation for submissions on this theme. The submitted manuscripts were sufficiently age specific that we were able to divide the topic into two issues, the first focusing on adolescents and the second on children.

This issue presents a series of articles focusing upon work with adolescents in group psychotherapy, psychodrama, or action methods. As more and more psychodramatists are employed in contexts treating adolescents, their unique methods of working are finding their way into treatment models and clinical programs. The articles in this issue reflect some of the methodologies of working with adolescents and some of the contexts for providing service. I wish to thank the contributors to this issue and my task force who reviewed and recommended articles.

Treadwell, Stein, and Kumar present a succinct overview of the psychodramatic action and closure techniques that might be used with adolescents. Knittel's article on strategies for directing psychodrama with adolescents is a helpful process overview of work with young people. Managing adolescents within the therapy context is a major concern of therapists and helpers, and Sasson addresses this issue in her article on management techniques that work when using psychodrama with adolescents.

Weil, Pascal, Kaddier, and Lubochitzky, who work in Haifa, Israel, share an interesting article on the use of verbal games with late adolescents who are in in-patient group psychotherapy.

As psychodramatists, we frequently make use of related means—art, sculpting, movement, and music—for interacting with clients. John Saroyan focuses upon music in an article about using music therapy with an adolescent psychiatric unit.

My article, which concludes this issue, focuses upon adolescents within the context of family therapy. It presents a research study that compared the effectiveness of verbal and action methods of intervention in families with adolescents.

The diversity of articles in this issue reflects the wide range of contexts and issues in which psychodramatic and action methods can be used with adolescents.

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