

## EDITORIAL

Australian Special Education has experienced a strong surge forward in the last five years. Increased Federal funding, the proliferation of teacher training in Special Education, the Select Parliamentary Committee Inquiry into Specific Learning Disability, the Australian literacy and numeracy studies and now a national survey of special education have been landmarks in the last few years. However, there are still a number of important directions for Special Education to pursue. One of the areas requiring improvement is the training of preservice and inservice general educators in special education techniques. Another is in continued studies of the efficacy of special education and of the ways by which the 'mainstreaming' of handicapped children may be successfully expedited. Yet another is in the area of the administration of special education at all levels. A fourth is in the development of strong national bodies, like the Australian Association of Special Education, to promote the interests of handicapped children.

In this edition, we have a variety of papers which point out some of the needed directions. Alex Maggs' paper explores one part of the delivery of special education services – technical assistance. The paper by Allen, Wilton & Ballard provides an interesting model and useful conclusions on social acceptance of the mainstreamed handicapped child. Bliss and Halpin explore the measurement of important life-competencies for mentally handicapped adolescents. In Centres of Interest, Allan Huggins describes Pallister Young People's Unit and Marion Davies provides information on a successful weekend pottery workshop run for a number of teenagers. To some extent, each of the papers addresses some of the concerns and directions raised earlier in this editorial.

This issue is being distributed later than its normal circulation date. I apologize for this lateness which has been caused by problems beyond our control.

JEFF BAILEY

Editor

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*Mr. Peter Young,  
Treasurer,  
Australian Association of Special Education,  
Box 43, P.O.,  
North Adelaide, 5005  
S.A. Australia.*