

1992 sees some changes in the editorial and production teams for the *Australasian Journal of Special Education*. After a very productive term as Editor, Don Rice has moved on. His contribution in maintaining the Journal's high standing will be long remembered and I am sure he takes the best wishes of former Journal colleagues with him in his new endeavours. I acknowledge our debt to Rosalind Stewart, too, who has served as Business Manager and ensured the production of the Journal in recent times. We wish Rosalind well in her life after the Journal.

This issue of the Journal should arrive in our readers' mail just a short time after the combined issue (Numbers 1 and 2) of Volume 15. That double issue was very kindly prepared by Guest Editor Kevin Wheldall and incorporated Number 1 of Volume 15, which would normally have been due in November 1991, and Number 2, due in May 1992. In order to reconcile our numbering system with the calendar year, it has been decided to now publish Volume 16 Number 1 in June of this year and Number 2 in November and henceforth maintain each volume number within the calendar year. The Association is indeed grateful to Kevin for his timely efforts in enabling the production of Volume 15.

It is with much enthusiasm and just a little trepidation that I take on the task as Journal Editor, with Volume 16. A high standard has been set in the Journal's first 15 years and I certainly hope to be able to see the Journal continue to grow. While the editing and production processes have now moved to New South Wales, there is nevertheless much continuity in the editorial team. Associate Editors Michael Lawson and Keri Wilton continue to provide considerable strength to the Journal, as do a number of the Editorial Consultants who continue with their assistance in the review procedures. Joining the Editorial Panel are Philip Foreman of the University of Newcastle, Bob Henderson of the University of Illinois, Stephen Houghton from the University of Western Australia, Tom Lipscomb from Multiple Impairment Services, Brisbane, Meredith Martin from the Department of School Education in NSW, and Kevin Wheldall of the Special Education Centre, Macquarie University. A number of other people have kindly agreed to assist with the review of manuscripts received during the year. Another change has been the decision to combine the roles of Editor, Reviews Editor and Business Manager once again. Centralising these tasks initially, may facilitate local production.

Finally, before introducing the articles for the present issue, I wish to express my appreciation to the National Executive of AASE for the privilege of serving as Editor of this important journal. I look forward to the opportunity of working with many authors on topics important to Australian and New Zealand readers in particular, on the delivery of educational services to exceptional persons.

The first two articles of the present issue are broad ranging discussions of practices in special education and with a number of important areas for future concern identified. In delivering the Des English Memorial Lecture to the 1991 Annual Conference of AASE, John Elkins has traced the development of special education services highlighting the work of pioneers such as Fred and Eleanor Schonell and later researchers of the University of Queensland. The recent changes to the administration of Special Education services in most western countries presents a number of challenges in ensuring the quality of services to students. Elkins canvases some options for schools to consider as they are asked to accommodate students with a wider range of individual differences than hitherto.

Bailey's paper also reviews important formative developments in the establishment of Special Education as we know it to this time. After reviewing the content of two generic special education journals (including this one) published in Australia during the 1980's Bailey, a former and Founding Editor of this journal, proposes three issues which might be considered as important areas for concern in the 1990's in continuing the contribution which can be made by Special Education.

Hall and King address a familiar issue for Special Educators who are concerned with assisting the development of literacy skills in students with learning difficulties. An examination is made of the idea that psycholinguistic and phonemic approaches to reading instruction can be reconciled using an interactive model. Arguments are advanced for the additional inclusion of cognitive training strategies in approaches adopted for particular individuals.

A discussion of the Special Education provisions adopted in Nigeria, a country where services are very much in a formative stage, is presented in the article by Adima. Broadening our experience of services in other parts of the world is often useful in rethinking our own practices and is certainly interesting in developing our own international understandings.

Finally, the brief report by this writer on the recent evaluation of some aspects of a localised early intervention service raises some important issues for the future of this highly significant, yet poorly resourced and fragmented sector of Special Education services. While indicating changes in recent years in the nature of this local service's client base, the report also serves to highlight the need for co-ordinated national, or at least state-wide approaches to the delivery of Special Education help to families of children with special needs, at that early stage where maximum impact is likely to be gained.

Ken Linfoot
Editor