

Editorial

A journal such as ours is faced with a difficult task in trying to give some coverage to the many important topics which come under the umbrella term "special education". A result can be that we only touch on a broad range of topics in our two-issues-a-year and don't succeed in giving any of our readers sustained or in-depth information on the particular areas in special education which are of concern to them.

To address this problem, it has been decided to continue with the idea seen in Volume 15, the combined issue, of dedicating a particular issue to articles which are related to a theme. To this end, the issue due in November, 1993 (Volume 17, No. 2) is being planned as a Special Issue, focusing on Early Childhood Special Education. It is intended that a set of related articles presenting reviews of research, reports of original research on contemporary issues or practices in the field, brief reports on research in practice and book or other media reviews will be presented. Further details may be found in a Notice appearing later in this issue. I do hope readers find this development to be worthwhile and would appreciate hearing any readers' views on this variation in our publication style.

Volume 16(2) marks the end of my first year as Editor of our journal and it seems an appropriate time to let readers know some of the details about manuscript submission during the last year. It is very pleasing to report that 27 manuscripts had been submitted by the end of October. Most submissions (70%) were from people in academic institutions, but in about half of these cases a joint author was a special education practitioner.

Other submissions (30%) were from practitioners (mainly teachers) apparently writing independently. Of the articles received by the journal so far this year, 11 (41%) have now been published or accepted for publication, 3 (11%) have been referred to other AASE publications as being more appropriate, 5 (18%) are currently in various stages of the review process by Editorial Consultants, 4 (15%) were judged as needing revisions and are being reconsidered by their authors and 4 (15%) have been judged unsuitable for publication.

The steady rate of submissions has been important in maintaining the journal's high standard in fulfilling its purpose of providing a forum for making available in Australia and New Zealand well written reports of quality research and of best practice for individuals with special education needs. I especially wish to express my sincere appreciation to all of the Editorial Consultants and other individuals (see Additional Reviewers, this issue) who

have received numerous requests this year to review manuscripts. I look forward to another prolific year for us all in 1993!

This issue of the journal brings together an interesting collection of research, case studies and opinion dealing with a variety of special needs populations. Philip Foreman from The University of Newcastle has prepared an extensive report on the views of parents of children with an intellectual disability concerning the services provided for their children in New South Wales.

Also on the topic of intellectual disability is the paper by Bruce Knight from the University of New England in Armidale, NSW. His report examines the use of the locus of control concept with students with this disability and raises important issues in trying to assess locus of control in this population.

Barry Fields and Ann Kempe from the University of Southern Queensland have provided a valuable discussion of corrective feedback issues in using whole language teaching with children having learning difficulties.

A change of presentation format is seen in the paper by Marion Blank. She raises an interesting issue concerning the appropriateness of classroom language for children with learning difficulties with reduced verbal memory ability. This issue is discussed comprehensively and suggestions are made for adjusting the memory demands of classroom discourse for these children.

The last paper was prepared by Mark Mostert from Moorhead State University and James Kauffman from The University of Virginia, both in the United States. This paper was presented by Kauffman at the 16th National Conference of AASE, held in Perth in September this year. A new development for teacher education, called Case-Based Instruction, is described as a means of helping beginning teachers learn about behaviour management strategies. The advantages and weaknesses of the approach are considered.

Finally, an interesting selection of book reviews appears which may be of interest to particular readers. A list of Books Received by the Journal also appears in this volume and readers interested in reviewing any of these titles are invited to contact the Editor.

Ken Linfoot
Editor