

## **Editorial**

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This volume of AJSE, my first as editor, follows hard on the heels of the final volume from Associate Professor David Evans as editor. David has been responsible for the journal since 1997 and I would like to formally acknowledge his contribution. David will continue as an Associate Editor. I look forward to contributing to special education scholarship in Australia through my editorship of this journal.

This 2002 volume (Volume 26) is combined issue, and we will return to two issues in each volume for the 2003 volume. The remit of the Journal, publishing papers around the theme of the delivery of educational programs to people with special education needs remains the same, but there will be some changes. I hope to move towards electronic submission and communication with authors and reviewers. Authors are encouraged to submit manuscripts as email attachments (see the Guidelines for Authors) at the end of this volume. The review panel of editorial consultants will be reconstituted and I invite expressions of interest from people who would be interested in reviewing papers for the journal.

For this volume (and for the next) I would also like to formally thank people who acted as guest reviewers for the papers I have received to date. Many received an email out of the blue from someone they probably did not know, and responded generously and promptly in providing review reports and guidance to authors. Finding potential reviewers reminded me of the range of issues that are relevant in special education, and how much of the field I know very little about. This issue contains a range of topics from maths education to reporting standards.

Any journal is only as good as the papers that are available to it, and I would encourage authors to consider AJSE when writing for publication.

During my search for guest reviewers, I was surprised at how many special education academics and researchers there are in Australia. Many of these people are researching special education issues within an Australian context and it is, I think, appropriate that this work is published in an Australian outlet that is read by researchers, practitioners and others with an interest in special education.

I look forward to receiving further contributions to the journal and also to receiving expressions of interest for positions on the editorial panel and any other feedback on ways to improve the journal.

Jennifer Stephenson PhD