

## EDITORIAL

Special Education is a relatively new, but rapidly developing, section of education in Australia today. While we may not have the number of teachers nor the range of professional preparation programmes evident in the U.S.A. and the U.K., we have a growing body of professionals concerned for and committed to, the education of exceptional children. One significant piece of evidence to support this claim is the recent formation of the Australian Association of Special Education. This journal, which is the official publication of that Association, is intended, initially, to promote a spirit of community among Special Educators in all parts of our country. As well as promoting this esprit de corps, the journal aims to provide a venue for Special Educators to publish articles of merit and value on the teaching of special children.

The theme of the journal will focus on the delivery of special educational services, i.e. organizational provisions and teaching strategies. In this first volume, the articles represent that theme. Jim Gardner looks at the research evidence on the effects of Special Education on its clients, the children, and proposes some new approaches. Two techniques which are often seen as distinctively Special Education strategies are Behaviour Management and Precision Teaching. Graham Clunies-Ross explores the relevance of Behaviour Management in the education of retarded children while Margaret Goninan places the teaching of reading in the context of the strategy called Precision Teaching. Jeff Hughes and Lyn Scrymgeour report on a study which seeks to explore the connection between children's gains in academic areas as a result of motor programmes while the journal concludes with a section on places of interest to Special Educators.

I hope that you find the journal enjoyable and useful and that the benefits gained from reading the journal will improve the educational opportunities for the special children we serve.

JEFF BAILEY  
Editor

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