

Editorial

*E nga mana
E nga waka
E nga karangaranga maha
Tena koutou, katoa
Rau rangitira ma, tena koutou
E nga iwi o Tamaki makaurau, tena koutou
E nga iwi o nga hau wha, tena koutou katoa
E aku hoamahi
E aku hoa ma
Tena koutou, tena koutou, tena koutou katoa.
Greetings to the educational leaders here today,
all of you
Greetings to the people of Auckland
Greeting to the people of the four winds; those
from out of Auckland
To my colleagues and friends, greetings to
you all.*

This welcome from Mr Ross Wilson, the General Manager of the New Zealand Special Education Service, set the tone for the South Pacific International Conference on Special Education held at the University of Auckland in January, 1990. Attended by more than 200 educators from both sides of the Tasman, Hong Kong, Singapore, United Kingdom and the United States, it was the first joint conference of the New Zealand Association of Special Education and the Australian Special Education Association. This issue of *AJSE* contains a small selection of the more than 50 papers offered at the Conference; more papers will appear in future issues. In a sense these papers form a "selected proceedings" of the Conference, and as such it is important to note that although they have been edited, the papers were not reviewed by members of the *AJSE* Editorial Consultancy Board - the usual policy for all papers published in the *Journal*.

In his opening address to the Conference the New Zealand Minister of Education, Mr Phil Goff, noted that the Conference theme "Striving for Excellence", was "an appropriate injunction, as much to those who are providers of education as to those who are students... It is", he continued, "a relevant goal for all in education". Professor Donald Stedman of the University of North Carolina, and Mr Barry Carpenter, an Inspector of Schools in Solihull, UK, both picked up this theme in different ways. Professor Stedman reported on the implementation in the United States of Public Law 99-457: Education of the Handicapped Act, 1986, which, among other provisions, extended free public education to children with disabilities down to the age of three, and created early intervention services for infants and toddlers from birth to three years of age, and for their families. (Any states not meeting the requirements of the Act by 1992 will suffer the loss of all federal funds for children with special needs. A persuasive sanction indeed!) Another of Professor Stedman's papers is included in this issue, but a copy of "Striving for Excellence: Opportunities Taken, Lessons Learned", which deals with PL 99-457, is available from the Editor, on request.

Barry Carpenter is well known to AASE members for his previous visits to Australia. In Auckland he raised a number of critical issues in the education of children with profound and multiple learning difficulties, and examined practical approaches to involving the community in the development of integrated settings. Drawing on his experiences when Principal of Blythe Special School, Barry Carpenter's presentations were appreciated for their practicality and vision. One of his papers is printed in this issue, another will appear later.

These papers, and those still to come, are

important contributions to the special education literature of the South Pacific region, and will help mark the first South Pacific Conference on Special Education as an historic occasion in the development of both NZSEA and AASE.

Finally, I would like to welcome to the Editorial Consultancy Board, Professor Robert Strom of the College of Education, Arizona State University,

Arizona, USA, and Professor James Chapman, of the Department of Education, Massey University, Palmerston North, NZ. Both have agreed to assist the *Journal* by serving on the Board for an initial period of 3 years.

Don Rice
Editor