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The Transition from School to Adult Life

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been a diagnostician and a camp counselor in addition to his current role as a teacher educator and researcher. His current research interests at the University of Kansas include naturalistic inquiry related to the transition process, particularly as it is perceived by persons who have been labeled mentally retarded.

The guest editors wish to acknowledge the assistance of **John Struth** and **Stephen Goodfriend** in the review of manuscripts for this special issue and to express appreciation to those who submitted manuscripts that could not be included.

Foreword

Progress, for the most part, only substitutes one partial and incomplete truth for another; the new fragment of truth being more wanted, more adapted to the needs of the time, than that which it displaces. (From "On Liberty" by John Stuart Mill)

Certainly, the transition concept reflects Mill's view of progress. It is a recurrent concept that has "progressed" by undergoing changes in focus, target populations, and terminology. Such progress underscores the need for awareness of the present transition movement and for documentation of its own brand of progress. That is the intent of this special issue.

We present the issue in three parts. Part I addresses the need for transition programming through descriptions of selected models and related data. Part II contains three articles that provide implications for the critical interagency relationships between schools and adult service agencies. Part III provides some personal perspectives of special educators who discuss unresolved issues, current trends, and implications for the continued progress of the transition concept. These perspectives will be a breath of fresh air for some; for others, they may knock the breath right out of them.

The strength of a movement is often assessed by the quantity and quality of the research supporting it. We hope that this special issue will serve as quantitative and qualitative "trailblazing" for those who will be substituting our partial and incomplete truths, as we understand them now, with more adaptable and complete truths in the future. This view of transition affirms where we are now, but acknowledges that we all are only part of the development of this movement.

Gary M. Clark and H. Earle Knowlton, Guest Editors