

Editor's overview

Ye storm-winds of Autumn
Who rush by, who shake
The window, and ruffle
The gleam-lighted lake;
Who cross to the hill-side
Thin-sprinkled with farms,
Where the high woods strip sadly
Their yellowing arms;—
Ye are bound for the mountains—
Ah, with you let me go
Where your cold distant barrier,
The vast range of snow,
Through the loose clouds lifts dimly
Its white peaks in air—
How deep is their stillness!
Ah! would I were there!

lines from *Parting* by
Matthew Arnold, 1852

This represents the final issue of my tenure as founding Editor of *Applied Psycholinguistics*. It became clear to me about a year ago that if I was ever going to realize a productive research career again, I would have to relinquish the Editorship of the journal. The editorial office is now headed by two individuals who will bring new experiences, new ideas, and new energies to the task of editing the journal, Catherine Snow and John Locke. I wish them all the best as they address the very considerable editorial demands of a comprehensive, multi-disciplinary, rigorously refereed applied journal with an established foundation in basic research and theory.

From a personal standpoint, founding and then serving as the first Editor of *Applied Psycholinguistics* were incredible experiences. I am very grateful to countless individuals—the many contributors to the journal, the administration and staff of Cambridge University Press in the United States and in England, the Editorial Board, my able assistants, and the many colleagues who were so helpful—for the opportunity I was given to probe and then closely examine the workings of an entire field of applied behavioral science.

There is progress to report; for example, in the work on phonological coding in reading disorders, in the area of writing (although too much of the work here is appearing in edited books rather than in refereed journals in psycholinguistics and cognitive psychology), in our understanding of the relationship between first- and second-language acquisition, in the areas of computer language and document design, in second-language instruction, in first-language intervention,

in the assessment of linguistic and communicative (e.g., conversational) competence, in our understanding of communicative development in language-disordered individuals, in the work on the impact of focal brain damage on psycholinguistic processes in adults, in the research on the development of literacy in the deaf, and in the research on the effects of environmental deprivation on language development. (See the various issues of *Applied Psycholinguistics* for representative articles on these topics.)

However, not everything I discovered about the field of applied psycholinguistics is a cause for rejoicing. Too many investigators do not take sufficient care in reviewing relevant literature, in formulating hypotheses, in selecting subjects, in avoiding confounding variables, in establishing the reliability of their measures, in analyzing their data, and in checking their manuscripts. But then, there is nothing unique to applied psycholinguistics in regard to these problems.

ACKNOWLEDGEMENTS

I would like to acknowledge with gratitude the contributions of the following individuals who served in a guest editorial capacity during the past year.

John D. Bonvillian	Cynthia M. King
Margaret Bruck	Brendan Maher
Roberta Corrigan	Charley McCauley
Roger Dominowski	David J. McKirnan
Mavis Donahue	Eve K. Mościcki
Fred Genesee	Ellen Bouchard Ryan
Jean Berko Gleason	Norman S. Segalowitz
Else Hamayan	Martin Steinmann, Jr.
Harry Hoeman	Harry S. Upshaw
Rosalind Horowitz	Michael A. Wallach
L. Rowell Huesmann	

THE PRESENT VOLUME

Genesee, in an invited article that appeared in 4:1, prepared a major critical integrative review of the second-language immersion experiments in Canada and the United States that reported considerable success for this form of bilingual education. The "children participating in these programs do not experience any long-term deficits in native-language development or academic achievement." Moreover, their second-language skills are superior to those of children in core second-language programs.

Abkarian's (4:1) research has revealed subtle regional dialect differences in the organization of the internal lexicon for certain verbs that have implications for the assessment of linguistic and nonlinguistic cognitive competence. A study that was concerned with a very different aspect of the problem of assessing linguistic competence was that of Lahey, Launer, and Schiff-Myers (4:4). These investigators were interested in identifying the variables that are related to the extent to which language elicitation (imitation) procedures predict specific spontaneous language productions in language-disordered children and reported that,

with some qualifications, "the prediction of spontaneous production [varies] with the language behavior under consideration, both within and across subjects," thus suggesting "that valuable information is lost in grouping child behaviors and in using total scores."

The two-pronged view that phonological coding proficiency is functionally involved in the development of reading in normal children and that individual differences in such proficiency are functionally involved in the incidence of reading disorders is considerably strengthened by the invited review of Jorm and Share (4:2) and the findings of the study by Katz, Healy, and Shankweiler (4:3), and then broadened to include other aspects of first-language development in Vellutino, Scanlon, and Bentley's (4:3) defense of the verbal deficit explanation of dyslexia.

Still another source of support for the view in question is the research on spelling disorders in children who are also reading disordered (i.e., learning-disabled children). Although demonstrating some age-related improvement, in general, learning-disabled children's ability to abstract spelling patterns was found by Schwartz (4:4) to be inferior to both that of good and poor normal spellers. Her learning-disabled children, however, evidenced a picture of delay rather than deviance in the development of spelling skills. Implicated in this picture, according to Schwartz, is, among other things, a phonological coding deficiency. However, an important hypothesis that has surfaced in recent years is that the problems the learning-disabled child faces may not be only cognitive in origin but social as well, as might be reflected in the development and/or utilization of conversational skills. Data consistent with this hypothesis were reported by Donahue and Bryan in 4:3.

The journal has had a particular interest in research that recognizes the essential interrelatedness of various areas of psycholinguistics. Thus, we are pleased to have in the present issue the article by Albertini and Samar, which combines research on first- and second-language acquisition in normal individuals, research on language and communicative development in hearing-impaired individuals, and work on transformational representations of grammatical complexity in an effort to develop effective instructional programs for hearing-impaired students.

Also in the area of the language of the hearing-impaired, Engen, Clarkson, and Blackwell (4:2) have reported a finding that has important implications for the development of speech and language training programs for profoundly deaf children, namely that such children can perceive differences in sentence intonation.

The results of research on first-language acquisition in language-disordered children have been shown to contribute to our understanding of how language is acquired in normal children (see, for example, the review by Rosenberg, 1984, and the article by Sachs, Bard, and Johnson that appeared in *Applied Psycholinguistics* 2:1 [1981]). There are, however, some limitations to what these findings can contribute to the topic in question, as is evident from the results of the longitudinal case study of a language-delayed child by Gibson and Ingram in the present issue of the journal.

Finally, research by Dunn and Davis (4:3) on the occurrence of phonological

processes in phonologically disordered children both confirms and extends earlier work on normal and disordered phonological development.

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Chicago, Illinois
November 1983