The task of this journal is to encourage specialists and language in education researchers to organise, construe and present their material in such a way as to highlight its educational implications, thereby influencing educational theorists, practitioners, and educational outcomes for individual children. Much of the current research on language in the following fields carries implications for educational thought and practice:

- anthropology & sociology
- arts & humanities
- information sciences
- linguistics
- philosophy
- physiology
- psychology

Each of these many domains has its own methods for approaching the topic of language education. Each of the following will find a place in the journal, whether alone or integrated with one another: the carefully reflective and argumentative discourse common in philosophy; the hermeneutic and illuminative discourse enquiry common in the humanities; the blend of empiricism and heuristic speculation common in the social sciences; and the ingenious and imaginative use of empirical test statements that especially characterises the pure sciences. A journal encouraging all of these research approaches will inevitably promote a level of explanation and understanding that is beyond the range of a mere collection of monodisciplinary publications.

Articles will draw from their subject matter important and well-communicated implications for one or more of the following: curriculum, pedagogy or evaluation in education. An extensive book review section will keep the journal’s readership abreast of the rapidly expanding range of titles that appears in this area.

Volume 2 (1988) 4 issues

Libraries £48.00 (US$94.00)
Individuals £16.00 (US$31.00)
Students £8.00 (US$16.00)

Payment may be made by
ACCESS/MASTERCARD/EUROCARD/AMERICAN EXPRESS/DINER’S CARD

MULTILINGUAL MATTERS LTD.
Bank House, 8a Hill Road,
Clevedon, Avon, England, BS21 7HH.
Child Language: A Reader
Edited by MARGERY B. FRANKLIN and SYBIL S. BARTEN
Stressing key areas in the growing field of language development, this anthology of contemporary readings covers such topics as precursors of language, the transition to language, first words, early syntax and semantics, social and private speech, child conversation, early narrative, metaphor, and metalinguistic processes.
1987  416 pp.; 13 illus.  504332-4 cloth $29.95  504333-2 paper $17.95

JOHN R. GRAHAM
"Truly a practical guide...clearly written and attractively priced."
Contemporary Psychology (on the first edition)
This widely used guide to the Minnesota Multiphasic Personality Inventory test features expanded coverage of computerized administration, scoring, and interpretation.
1987  336 pp.; 10 illus.  504263-8 $26.95

To order, or for more information, please write:
OXFORD UNIVERSITY PRESS
200 MADISON AVENUE, NEW YORK, NY 10016
Attn: Marketing Director for Science and Medical Books
Prices and publication dates are subject to change.
Papers, notes and reviews should be sent to Dr A. Cruttenden, Department of Linguistics, University of Manchester, Manchester, M13 9PL, UK. They should normally be written in English. Major articles should not exceed twenty printed pages.

Three copies of the typescript should be submitted, and of any revisions or resubmissions. Contributions should be clearly typed with double spacing, on one side of the paper only, using a conventional size of paper, preferably A4 (or 21.6 by 28 cm). Authors should hold one copy for correction of proofs. Footnotes should not be used unless absolutely necessary, and should be listed on a separate sheet (double-spaced) at the end of the article. Tables and figures should be drawn on separate pages at the end of the article. Each table/figure should have a title, and there should be an indication in the body of the text as to placement. Tables and figures should each be numbered independently of examples of utterances. A separate title-page should include the title, author’s name and affiliation, together with an asterisked footnote which should include acknowledgements and an address for correspondence. Titles should be so worded that the first part may be used as a running headline (with a maximum length of 40 characters, including spaces). An abstract of the article, giving aims, general method, and principal conclusions, should be typed on a separate sheet (max. 120 words for articles and 60 words for notes).

References are to be made in the text thus; (Neisser 1967: 222). If the author’s name is part of the text, the following form should be used; ‘Piaget (1967: 131) investigates ...’. When a work written by three or more authors is referred to, all names should be given in the first citation, with an ampersand linking the last two, e.g. (Fraser, Bellugi & Brown 1963); in subsequent citations the first name only should be given, with ‘et al.’ added. A group of references within the text should be date-ordered.

All works referred to should be listed at the end of the article, double-spaced and in alphabetical order. The titles of journals should be given in full. Examples of references (note the use of punctuation marks) are:


With the exception of the title-page, book reviews should be submitted in the same form as articles. (Three copies should be sent.) The heading should be in the following form:


and the ending as follows:

Reviewed by PATRICK GRIFFITHS, Department of Language, University of York, Heslington, York YO1 5DD, UK.
Articles

GINSBURG, G. P. & KILBOURNE, BROCK K. Emergence of vocal alternation in mother–infant interchanges  
MORIKAWA, HIROMI, SHAND, NANCY & KOSAWA, YORIO. Maternal speech to prelingual infants in Japan and the United States: relationships among functions, forms and referents  
MERSIS, CAROLYN B. & MERSIS, CYNTHIA A. Role of adult input in young children’s category evolution. I. An observational study  
HOCHEBERG, JUDITH A. First steps in the acquisition of Spanish stress  
MILLER, PEGGY J. & SPERRY, LINDA L. Early talk about the past: the origins of conversational stories of personal experience  
CLARK, EVE V. On the logic of contrast  
GERHARDT, JULIE. From discourse to semantics: the development of verb morphology and forms of self-reference in the speech of a two-year-old  
HAYES, DONALD P. & AHRENS, MARGARET G. Vocabulary simplification for children: a special case of ‘motherese’?  
ASTINGTON, JANET W. Children’s production of commissive speech acts  
COATES, JENNIFER. The acquisition of the meanings of modality in children aged eight and twelve  
EVANS, MARY ANN & GAMBLE, DIANNA LYNN. Attribute saliency and metaphor interpretation in school-age children

Notes and Discussion

YOUSSEF, VALERIE. The language bioprogram hypothesis revisited

Reviews

ARNBERG, LENORE. Raising children bilingually: the pre-school years (Margaret Deuchar)  
WATERS, N. Prosodic phonology: the theory and its application to language acquisition and speech processing (Kurt Queller)