

EDITORIAL

The last Editorial to appear in the *Journal of Child Language* was in Volume 13 in 1986. At that time, Alan Cruttenden took over the editorship from David Crystal. Peter Lloyd, of the Department of Psychology at Manchester, and I were appointed as Associate Editors. A year later the team was strengthened by the appointment of Patrick Griffiths, of the Department of Language and Linguistic Science at the University of York, as Associate Editor. At the end of 1988, Peter felt he had to give up his work as Associate Editor but he continues as a member of the Editorial Board, which means that, happily, we are still able to call on his advice in the area of developmental psychology. He has been replaced as Associate Editor by Glyn Collis of the Department of Psychology at the University of Warwick.

Alan has now decided to give up the Editorship in order to devote more time to his other work, including his research on intonation. As I take on this responsibility, I realize how fortunate I have been to have served an apprenticeship with Alan – first as his Associate, then as Joint Editor. During the five years that we have worked on the *Journal* together, I have come to admire the breadth of his scholarship, his insistence on high academic standards, and his meticulous attention to detail. I am delighted that, as he has agreed to join the Editorial Board, I shall still have the benefit of his knowledge and experience.

As the editorial team is now substantially different from the one that Alan introduced five years ago, I shall take this opportunity to say a word about our particular interests in the field of language acquisition. Patrick Griffiths, who trained in both linguistics and psychology, has studied children's vocabulary growth; he has also written on the communicative functions of children's early speech. His other interests include the development of syntax and pragmatics, cross-linguistic comparisons, and mental mechanisms for language processing. Glyn Collis, whose statistical expertise is of great value to the *Journal*, has done research on the skills and experiences of preverbal social interaction, on the transition from prelinguistic to linguistic communication and on lexical and semantic development. My own research interests lie in the area of later acquisition, particularly in prosodic and grammatical development during the early school years; I have written on linguistic aspects of children's development as writers and readers.

Research in child language is now so broadly based that we call on a wide range of scholars, in addition to our Editorial Board, for the process of anonymous peer review; their names appear at the end of each volume of the *Journal*. I am convinced that the care and effort that referees expend on their reports contribute significantly to the maintenance of high standards of

CHILD LANGUAGE

published work, and I should like to thank publicly all those who have helped us in this way.

Our hope is that the *Journal* will continue as a forum for a wide range of high-quality studies in child language. Our aim is not only to present illuminating descriptive accounts of aspects of the acquisition of English and of other languages by researchers from various academic disciplines, but also to put forward different, even competing, theoretical perspectives. Research and theorizing in the field of child language are currently so stimulating that we look forward to vigorous debate in the pages of the *Journal*.

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