Part I
The Long View

Taking stock, viewing one's field in the context of its times, is essential for healthy growth. In this first section of the 1991 Annals of Dyslexia, we are privileged to present four papers which, in varying ways, look at where we have been and where we may profitably travel in the last decade of this century.

In her paper based on the Samuel T. and June L. Orton Memorial Address at the Society's 41st Conference in Washington, DC., Elisabeth Wiig describes the significant changes underway in the models on which practices in education, special education, and speech-language pathology are based. "Language Learning Disabilities: Paradigms for the Nineties" presents models for collaborative language intervention and provides descriptions of several means of implementing such models.

Viewing the world of dyslexia over the past three decades, C. K. Leong, in "Developmental Dyslexia Revisited and Projected," identifies elements in research, theory, and practice in the 1960s and 1970s, showing how all later work relates to these. He discusses several key issues of the 1980s, and then looks ahead to the challenges and the potential of applying computer technology to enhance teaching and learning.

Of special interest to teachers and clinicians is Betty Sheffield's "The Structured Flexibility of Orton-Gillingham." This paper presents the philosophic and historic foundations of the multisensory teaching approaches which derive from the work of Samuel T. Orton and Anna Gillingham.

Diane J. Sawyer and Katherine Butler provide us with a major study of the language roots of reading in "Early Language Intervention: A Deterrent to Reading Disability." They examine in depth what they consider the critical components of reading: phonological development, metalinguistic awareness (including auditory segmenting), syn-
tactic development, semantic abilities, and short- and long-term memory skills. Their analysis of the research in these areas is supplemented by discussion of instructional practices which may help to level the playing field for young children at risk for language learning problems.