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Judith A. Langer is a professor of education at the State University of New York at Albany. An educational psychologist, she is interested in issues of language and thought. Her research focuses on literacy — on how people become skilled readers and writers, on how they use reading and writing to learn, and on what this means for instruction. In collaboration with the National Assessment of Educational Progress, Professor Langer has analyzed trends and has written the last seven monographs on reading and writing. These monographs discuss achievement in light of home, instructional, and policy variables and recommend new directions for reading and writing education. She has authored and edited several books on literacy and learning and has also published in a wide range of educational journals and collections. Professor Langer is coeditor of *Research in the Teaching of English*.

Arthur N. Applebee is a professor in the School of Education, State University of New York at Albany. He specializes in studies of language use and language learning, particularly as these occur in school settings. Some of Professor Applebee's major works include a developmental study of children's storytelling and story-comprehension skills, a national study of the teaching of writing in the major secondary school subject areas, and a comprehensive history of the teaching of literature in American secondary schools. Professor Applebee is coauthor of a series of reports on reading and writing achievement from the national Assessment of Educational Progress. He has experience in program evaluation, high school teaching (English and drama), and clinical assessment and treatment of children with severe reading problems. Professor Applebee is coeditor of *Research in the Teaching of English* and is past president of the National Conference on Research in English.