



The Scientific Evaluation of the Whole-Language Approach to Literacy Development: A Special Issue of Educational Psychologist

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This special issue is an outgrowth of three symposia at a recent APA meeting held in Toronto in which the scientific evaluation of the whole language approach to early literacy was the subject for discussion. Toronto was an especially appropriate setting because Canada -- especially the province of Ontario -- has been embroiled for several years in debates about the merits of whole language relative to other approaches to early literacy education. Discussions included recent Canadian reactions to whole language -- reactions stimulated in part by government mandates in some parts of the country imposing whole language as the exclusive approach to primary-level literacy instruction. For researchers, educators, policymakers, parents, and responsible citizens, the articles in this special issue are an invaluable resource.

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