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Editorial

Editorial statement

This issue of *Cognitive Science* marks the start of a new editorial board. Although most, if not all, of the articles appearing in this year's volume will be handled by Dr. James Greeno's editorial board, the new editorial board began operation on January, 1, 2001. A full description of the new editorial policies can be found at http://www.umich.edu/~cogsci/editorial.html. One particularly important new policy is the journal's publication of four types of articles: **regular artlicles** (slightly shorter than typical articles appearing in previous volumes of *Cognitive Science*), **extended articles** (for particularly noteworthy research requiring more lengthy treatment), **brief articles** of about 10 pages, and **letters to the editor**. Submissions willl be handled by one of thirteen editors whose expertise spans the breadth of cognitive science, including cognitive architectures, culture, development, instruction, language, learning and memory, neuroscience, pattern recognition, perception and attention, philosophical foundations, reasoning, and representation. In addition, a board of reviewers is in place to provide additional coverage of content areas. Together, this impressive editorial board is well equipped to handle manuscripts in a fair, prompt, and expert manner.

We hope that readers and authors will consider *Cognitive Science* as a leading journal for developments on the study of minds and other intelligent systems. While several specialized journals cater to anthropologists, computer scientists, educators, linguists, neuroscientists, philosophers, or psychologists, we believe that *Cognitive Science* is unique as a forum for these scholars to disseminate their research beyond their own discipline. The interdisciplinarity of the journal is a strength not only because it fosters cross-fertilization, but also because it can provide constraints on a theory of mind that no field could provide by itself. To find the Universal Grammar shared by all human languages, one would be wise to study Swahili, Chinese, and Dutch, rather than three languages with a common root such as Spanish, Italian, and French. By the same token, if one is interested in the nature of intelligence, adaptation, representation, or consciousness, one is well advised to consider these phenomena across their widely diverse manifestations.

A final reason for fostering diversity is that advances in cognitive science are often made by teams of computer scientists, educators, linguists, medical researchers, neuroscientists, and psychologists who are able to communicate with each other at a sophisticated level of discourse. Advances in educational reforms, automatic object recognition, user interface

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design, the treatment of neurologically impaired patients, machine translation, computerized speech production and recognition, real-world robotics, and information search techniques (to take just a few examples) will not be achieved by one cognitive science discipline acting alone. These large-scale projects are not created by philosophers talking only to philosophers, psychologists talking only to psychologists, etc., and it is not how our science should operate.

As the transmission and transformation of information becomes increasingly important in this new millennium, cognitive science's perspective will almost certainly become increasingly relevant. Of the three fundamental questions addressed by science, "What is the nature of matter?," "What is the nature of life?," and "What is the nature of mind?," the last falls squarely in the domain of cognitive science and is arguably the question with the most promise for further illumination.

Robert L. Goldstone, Executive Editor
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