

Preface

In spring of 1996, Henry Gleitman taught his 100th introductory psychology lecture course. This happy event provided the opportunity for Henry and Lila Gleitman's students and colleagues to reflect on the contributions the two of them have made over their distinguished careers. Such reflection led to a convocation in the spring in Philadelphia; the convocation led to the writing of these essays in honor of Henry and Lila Gleitman.

The essays contained in this volume are organized into three parts. Part I contains an essay by the editors, outlining the history of Henry and Lila's careers, both singly and collaboratively, and the impact they have had on the fields of perception, language, and cognition. Readers who have not had the pleasure of knowing Henry and Lila might want to know a bit about them, and knowing a bit about them will, perhaps, help readers to appreciate the essays that follow. Part II contains essays principally addressing Henry's contributions as a teacher and scholar. These essays are only slightly modified versions of the addresses presented by Henry's colleagues during the celebration of his 100th psychology course, and with the exception of the last chapter by Lamm, are organized chronologically by the dates during which the contributors were chairs of psychology at Penn. They include an early history of Henry's teaching at Swarthmore, his influence on the development of psychology at Penn, and the trials and tribulations accompanying the lengthy gestation of his book, *Psychology*.

Part III principally contains essays from former students of Henry and Lila's, describing their current research and its origins in the Gleitman "seminar" (described in more detail in the introduction). Attesting to the continuing impact of the seminar, the last two essays are written by current faculty members at Penn, who have benefited from the seminar much as past graduate students have. The essays in Part III, like those in Part II, are organized chronologically, from the earliest students to the latest. This last part is the lengthiest, but still reflects

only some (by no means all) of the impact that Henry and Lila have had on the field, through their students.

We hope that readers of this volume will take as much pleasure in reading these essays as we, their colleagues, have had in putting together this celebration.