

Editor's Foreword

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Studying the growth of the mind is one of the important ways to understand cognition. This issue of *Cognitive Science* is special in presenting research, by five of the foremost scientists in developmental psychology, that addresses a fundamental question in cognitive theory, with reflections on the question and the research by two other leading cognitive scientists who have contributed significantly to our understanding of the ways that people understand and learn concepts.

Development of this issue of *Cognitive Science* was stimulated by a symposium organized by Rochel Gelman for the 1986 meeting of the Psychonomic Society. It was clear that questions of broad theoretical significance were addressed in the studies of cognitive development that were presented. The participants agreed to write papers on the topics of their talks for a special issue of *Cognitive Science*, and this issue is the result. It was a pleasure to have the editor's role for this special issue during my tenure as one of the editors of the journal.

I am grateful to Rochel Gelman for serving as the guest editor of the issue. Douglas Medin reviewed all of the papers, with the members of his research group at the University of Illinois, and they provided the reflective comments that are the final paper in the issue. We are grateful to Medin and his associates for their very substantial effort and its contribution to the issue. We are also grateful to reviewers of individual papers: Andrea diSessa, Victoria Fromkin, Annette Karmiloff-Smith, Herbert Pick, and Steven Pinker.