On May 22, 2004, a festschrift was held at the Winterthur Museum, Delaware, in honor of Richard L. Venezky (see “Obituary,” p. 1) Tom Trabasso, University of Chicago, and Dominic Massaro, University of California–Santa Cruz, had conceived of the idea, and Roberta Golinkoff and Lou Mosberg of the University of Delaware became the local organizers. With Dick’s help, Trabasso and Massaro collaborated with Robert Calfee and John Sabatini to develop a list of contributors. Some fifty colleagues, friends, students, and other admirers attended the day-long presentation of papers and strolled, during breaks, through the beautiful grounds of the Winterthur Museum. In the evening, presenters attended a dinner hosted by Dick’s wife, Karen Venezky, at the DuPont Hotel in Delaware. Although Dick himself could not be present, his and Karen’s son Elie joined the feast. All the guests spoke of their connection to Dick and reminisced fondly about him. Apparently, the only activity Dick did not excel at was fishing.

The papers from the festschrift, all of which draw on Venezky’s work in one form or another, will be published by Lawrence Erlbaum Associates in April 2005. Titled From Orthography to Pedagogy: Essays in Honor of Richard L. Venezky, they are edited by Thomas Trabasso, John Sabatini, Dominic W. Massaro, and Robert C. Calfee.

One of the authors is SIG member Rose-Marie Weber, whose chapter focuses on the challenges young children face in bridging sound and spelling. Other chapters include an insightful tutorial by Robert Calfee on Venezky’s analyses of the structure of English orthography; a review of old and new research by Massaro and Alexandra Jesse, which disproves such simplistic ideas as the notion that words are read as wholes or simply mapped directly onto spoken language; and Trabasso’s description of his theoretical and empirical research on narrative comprehension.

Roberta Golinkoff writes on how spoken language is acquired and on the importance of infant-directed speech, and Michael Kamil describes an instructional approach that uses informational text instead of stories to teach children to read. Antonette DiPaolo Healey discusses the Dictionary of Old English, a computer-corpus-based dictionary to which Dick Venezky devoted his amazing computer expertise and linguistic knowledge as its Director of Computing while the dictionary voyaged from microfiche to CD-ROM.

Other chapters in the festschrift volume discuss factors affecting adult literacy, interactions between cognition and technology, and how creative technology might enhance the reading experience. Tim Shanahan journeys through the history of reading research to the research syntheses of the 21st century that guide education policy.