

Annual Editions

HUMAN DEVELOPMENT

86/87



HUMAN DEVELOPMENT 86/87

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Cover illustration by Mike Eagle

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Library of Congress Cataloging in Publication Data

Main entry under title: Annual Editions: Human development.

1. Child study—Addresses, essays, lectures. 2. Socialization—Addresses, essays, lectures. 3. Old age—Addresses, essays, lectures. 1. Title: Human development.
HQ768.A55 155'05 72-91973

ISBN 0-87967-626-4

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Fourteenth Edition

Manufactured by The Banta Company, Menasha, Wisconsin 54952

ANNUAL EDITIONS: HUMAN DEVELOPMENT 86/87

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<input type="checkbox"/>	18. Children's Winning Ways	<input type="checkbox"/>	42. Suicide
<input type="checkbox"/>	19. Aggression	<input type="checkbox"/>	43. Men and Women: How Different Are They?
<input type="checkbox"/>	20. Violence and Aggression	<input type="checkbox"/>	44. The Measure of Love
<input type="checkbox"/>	21. Erik Erikson's Eight Ages of Man	<input type="checkbox"/>	45. Late Motherhood: Race Against Mother Nature?
<input type="checkbox"/>	22. Voices, Glances, Flashbacks: Our First Memories	<input type="checkbox"/>	46. Toward an Understanding of Loneliness
<input type="checkbox"/>	23. Insights into Self-Deception	<input type="checkbox"/>	47. Life Spans
<input type="checkbox"/>	24. Anatomy of Analogy	<input type="checkbox"/>	48. Living Longer

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To The Reader

In publishing ANNUAL EDITIONS we recognize the enormous role played by the magazines, newspapers, and journals of the *public press* in providing current, first-rate educational information in a broad spectrum of interest areas. Within the articles, the best scientists, practitioners, researchers, and commentators draw issues into new perspective as accepted theories and viewpoints are called into account by new events, recent discoveries change old facts, and fresh debate breaks out over important controversies.

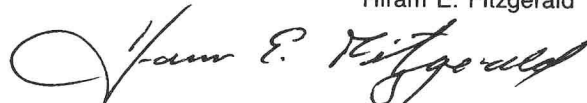
Many of the articles resulting from this enormous editorial effort are appropriate for students, researchers, and professionals seeking accurate, current material to help bridge the gap between principles and theories and the real world. These articles, however, become more useful for study when those of lasting value are carefully collected, organized, indexed, and reproduced in a low-cost format, which provides easy and permanent access when the material is needed. That is the role played by *Annual Editions*. Under the direction of each volume's *Editor*, who is an expert in the subject area, and with the guidance of an *Advisory Board*, we seek each year to provide in each ANNUAL EDITION a current, well-balanced, carefully selected collection of the best of the public press for your study and enjoyment. We think you'll find this volume useful, and we hope you'll take a moment to let us know what you think.

No single discipline can provide all of the information necessary to completely understand the development of an individual organism or of a species. A comprehensive science of human development incorporates the literatures of all fields of inquiry comprising the social, natural, and life sciences and professions. However, the need for depth and breadth of knowledge creates a paradox: At the same time that students are being advised to acquire a broad-based education, specialization is increasing within each discipline. Thus, opportunities for students to enroll in courses designed to provide breadth of knowledge are rare. One way to counter the effects of specialization, is to require students to enroll in several courses in each of a wide range of disciplines. However, this tactic is limited in that it could substantially increase the time required to earn one's degree. A second way of combating specialization is to integrate the theories and findings from a variety of disciplines with those of the parent discipline. This, in effect, is the approach of *Annual Editions: Human Development 86/87*. The anthology includes articles that discuss the problems, issues, theories, and research findings from many fields of study; the common element is that they all address some facet of human development. In most instances, the articles were not prepared for technical professional journals but were written specifically to communicate information about recent scientific findings or controversial issues to the general public. As a result, the articles tend to blend the history of a topic with the latest available information. In many instances, they challenge the reader to consider the personal and public implications of the topic. Thus, an article addressing the effects of televised violence on children's aggression can provide an in-depth analysis from a variety of perspectives and supplement a necessarily restricted treatment of the topic in a standard text. Similarly, a series of articles on genetic engineering and human reproduction can expand the textbook discussion of these topics, and focus student attention to such issues as genetic counseling, surrogate parenting, prenatal screening, and abortion—issues that many students will have to confront personally during the remainder of the decade.

The articles included in this anthology are selected by the editors, with valued advice and recommendations from an advisory board consisting of faculty from community colleges, small liberal arts colleges, and large universities. Evaluations obtained from students, instructors, and advisory board members influence the decision to retain or replace specific articles. Finally, throughout the year the editors screen over one hundred articles for accuracy of information, interest value, writing style, and recency of information.

Human Development 86/87 is organized into seven major units. Unit 1 focuses on brain-behavior relationships and on critical issues in contemporary genetics research. Unit 2 considers issues relevant to prenatal development and Unit 3 focuses on infant development. Unit 4 is divided into subsections addressing social-emotional development, cognitive and language development, and education and child development. Unit 5 is devoted to articles discussing various aspects of child rearing and child development. The last two units, 6 and 7, cover the period of human development from adolescence to old age. In our experience this organization provides great flexibility for use of the anthology with any of the standard textbooks in the field. The units can be assigned sequentially, or instructors can devise any number of arrangements of individual articles to fit their specific needs. Use of the Topic Guide can facilitate individualization of reading assignments. In large lecture classes this annual edition seems to work best as assigned readings to supplement a basic text. In smaller sections we have used the readings to stimulate instructor-student discussion, relying more heavily on guided individual instruction outside the classroom to help students achieve mastery of course content. Regardless of the instructional style used, it is our hope that our excitement over the study and teaching of human development will come through to you as you read the articles in this fourteenth edition of *Human Development*.

Hiram E. Fitzgerald



Michael G. Walraven



Editors

Topic Guide

This topic guide suggests how the selections in the book relate to topics of traditional concern to human development students and professionals. It is very useful in locating articles that relate to each other for reading and research. The guide is arranged alphabetically according to topic. Articles may, of course, treat topics that do not appear in the topic guide. In turn, entries in the topic guide do not necessarily constitute a comprehensive listing of all the contents of each selection.

TOPIC AREA	TREATED AS AN ISSUE IN:	TOPIC AREA	TREATED AS AN ISSUE IN:
Achievement	16. How Children Influence Children	Cognitive Development	15. The Roots of Morality 17. Racists Are Made, Not Born 20. Violence and Aggression 22. Voices, Glances, Flashbacks 23. Insights into Self-Deception 24. Anatomy of Analogy 28. Can a Rock Walk? 30. Rumors of Inferiority 31. The Mind of the Puzzler 37. Rites of Passage
Adolescence/ Adolescent Development	21. Erik Erikson's Eight Ages of Man 37. Rites of Passage 39. Fathers and Sons 41. Psychic Surrender 42. Suicide	Competence	16. Your Child's Self-Esteem 18. Children's Winning Ways 36. Resilient Children
Adulthood	32. Who's Who 43. Men and Women 45. Late Motherhood 47. Life Spans 48. Living Longer	Coping Skills	36. Resilient Children
Affiliation	16. How Children Influence Children	Crying	25. There's More to Crying Than Meets the Ear
Aggression/Violence	18. Children's Winning Ways 19. Aggression 20. Violence and Aggression	Delinquency	35. Arresting Delinquency
Aging	46. Understanding Loneliness 47. Life Spans 48. Living Longer	Depression	41. Psychic Surrender 42. Suicide 46. Understanding Loneliness
Alienation	42. Suicide 46. Understanding Loneliness	Despair	42. Suicide 46. Understanding Loneliness
Artificial Insemination	7. The New Origins of Life	Developmental Disability	4. Genes 5. Technology and Procreation 9. Effects of Alcohol on the Fetus 10. Before Their Time 35. Arresting Delinquency 36. Resilient Children 45. Late Motherhood
Attachment	(see Bonding)	Discipline	27. Moral Education for Young Children
Behavior	25. There's More to Crying Than Meets the Ear 35. Arresting Delinquency	Divorce	33. Children of Divorce
Birth Defects	3. Technology and Procreation 6. Genetic Testing at Work 45. Late Motherhood	Drugs	41. Psychic Surrender
Bonding/Attachment	13. Biology Is One Key to the Bonding of Mothers and Babies 36. Resilient Children	Education/Educators	26. Why Children Talk 27. Moral Education for Young Children 29. Stalking Intelligence 30. Rumors of Inferiority 41. Psychic Surrender
Boredom	41. Psychic Surrender	Emotional Development	13. Baby Face 15. Roots of Morality 33. Children of Divorce 34. The Prevention of Child Abuse 38. The Sibling Bond 42. Suicide
Brain Organization/ Function/Chemistry	1. Mind-Body Connection 2. Right Brain, Left Brain 3. The Dynamic Brain 19. Aggression 23. Insights into Self-Deception 29. Stalking Intelligence 43. Men and Women	Environmental Factors/Stimulation	1. Mind-Body Connection 3. The Dynamic Brain 6. Genetic Testing at Work 8. Life Before Birth 11. What Do Babies Know? 17. Racists Are Made, Not Born
Caregiving	14. Your Child's Self-Esteem 16. How Children Influence Children	Family Development	32. Who's Who 33. Children of Divorce 38. The Sibling Bond 43. The Prevention of Child Sexual Abuse
Childbirth	3. Technology and Procreation	Father-Son Relationship	39. Fathers and Sons
Child Rearing	14. Your Child's Self-Esteem 16. How Children Influence Children 19. Aggression 32. Who's Who 33. Children of Divorce 34. Child Sexual Abuse 36. Resilient Children 39. Fathers and Sons 45. Late Motherhood	Fertilization	5. Technology and Procreation 7. The New Origins of Life 45. Late Motherhood
Child Sexual Abuse	34. The Prevention of Child Sexual Abuse	Fetal Alcohol Syndrome	9. The Effects of Alcohol on the Fetus
Chromosomes	4. Genes 5. Technology and Procreation 45. Late Motherhood 48. Living Longer		

TOPIC AREA	TREATED AS AN ISSUE IN:	TOPIC AREA	TREATED AS AN ISSUE IN:
Genetics	4. Genes 5. Technology and Procreation 6. Genetic Testing at Work 22. Voices, Glances, Flashbacks 40. Holocaust Twins	Parenting	32. Who's Who 39. Fathers and Sons 43. Men and Women
Growth	11. What Do Babies Know?	Permissiveness	41. Psychic Surrender
Helplessness	41. Psychic Surrender 46. Understanding Loneliness	Personality Development	18. Children's Winning Ways 21. Erik Erikson's Eight Ages of Man 26. Why Children Talk to Themselves 30. Rumors of Inferiority 31. The Mind of the Puzzler 33. Children of Divorce 41. Psychic Surrender
Hormones	1. Mind-Body Connection 4. Genes 19. Aggression 22. Voices, Glances, Flashbacks 43. Men and Women	Prejudice	17. Racists Are Made, Not Born 30. Rumors of Inferiority
Hyperactivity	35. Arresting Delinquency	Prenatal Development	8. Life Before Birth 9. The Effects of Alcohol on the Fetus 43. Men and Women
Identity Crises	21. Erik Erikson's Eight Ages of Man 39. Fathers and Sons	Preschoolers	28. Can a Rock Walk?
Infant Development	11. What Do Babies Know?	Problem Solving	24. Anatomy of Analogy 31. The Mind of the Puzzler
Infertility	7. The New Origins of Life 45. Late Motherhood	Psychoanalytic Theory	39. Fathers and Sons
Information Processing	22. Voices, Glances, Flashbacks 23. Insights into Self-Deception 24. Anatomy of Analogy 29. Stalking Intelligence	Psychosexual Development	21. Erik Erikson's Eight Ages of Man
Intelligence	24. Anatomy of Analogy 29. Stalking Intelligence 30. Rumors of Inferiority 31. The Mind of the Puzzler	Psychosocial Development	21. Erik Erikson's Eight Ages of Man 39. Fathers and Sons
In Vitro Fertilization	5. Technology and Procreation 7. The New Origins of Life	Racism	17. Racists Are Made, Not Born
Language Development	1. Mind-Body Connection 25. There's More to Crying Than Meets the Ear 26. Why Children Talk to Themselves	Reproduction/ Reproductive Technology	5. Technology and Procreation 7. The New Origins of Life
Learning	17. Racists Are Made, Not Born 18. Children's Winning Ways 24. Anatomy of Analogy 28. Can a Rock Walk? 30. Rumors of Inferiority	Responsibility	16. How Children Influence Children
Loneliness	46. Toward an Understanding of Loneliness	Self-Esteem/ Self Control	14. Your Child's Self-Esteem 22. Voices, Glances, Flashbacks 35. Arresting Delinquency 36. Resilient Children 41. Psychic Surrender 42. Suicide
Marriage	32. Who's Who 33. Children of Divorce 44. The Measure of Love	Sex Differences/ Roles/Behavior/ Characteristics	1. Mind-Body Connection 2. Right Brain, Left Brain 4. Genes 32. Who's Who 40. Holocaust Twins 43. Men and Women
Memory	22. Voices, Glances, Flashbacks 23. Insights into Self-Deception	Siblings	38. The Sibling Bond 40. Holocaust Twins
Moral Development	15. The Roots of Morality 27. Moral Education for Young Children 41. Psychic Surrender	Social Environment	35. Arresting Delinquency 37. Rites of Passage
Mother-Infant Interaction	12. Biology Is One Key to the Bonding of Mothers and Babies 13. Baby Face	Social Skills	18. Children's Winning Ways 26. Why Children Talk to Themselves 30. Rumors of Inferiority
Nervous System	1. Mind-Body Connection 2. Right Brain, Left Brain 3. The Dynamic Brain 43. Men and Women	Stress	11. What Do Babies Know? 36. Resilient Children 41. Psychic Surrender 42. Suicide 46. Understanding Loneliness
Neurological Growth/ Organization/Research	1. Mind-Body Connection 2. Right Brain, Left Brain 3. The Dynamic Brain 13. Baby Face 43. Men and Women	Suicide	42. Suicide
Nurturance	16. How Children Influence Children	Television	20. Violence and Aggression
Parent-Infant Interaction	25. There's More to Crying Than Meets the Ear	Values	15. Roots of Morality 27. Moral Education for Young Children 36. Resilient Children 41. Psychic Surrender
		Visual-Spatial Skills	1. Mind-Body Connection



Unit 1

Perspectives

Six selections examine human development and the effects of the brain and genetic programming on behavior. Topics discussed are neurotransmitters, brain function, in vitro fertilization, and genetic monitoring.

To the Reader Topic Guide Overview

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A. FOCUS ON BRAIN AND BEHAVIOR

1. **Mind-Body Connection: How the Mind Talks to the Body,** *Bostonia*, September/October 1984. 6

The study of brain structures, *neurotransmitters*, and *hormones* brings us closer to an understanding of *brain function*. According to the article, brain hormones play a crucial role in the regulation of *puberty* and *sexual behavior*, but their function is also clearly linked to a variety of *environmental factors*. In addition, they affect *sexual differentiation* and *reproduction*.

2. **Right Brain, Left Brain: Fact and Fiction,** Jerre Levy, *Psychology Today*, May 1985. 11

A neuropsychologist reviews the evidence for specialized function of the left and right cerebral hemispheres of the brain. Although the left hemisphere is specialized for *language* and the right for *visual-spatial skills*, *brain function* always involves the integration of activity between the hemispheres. The article reports that educational applications of research findings on hemispheric function are premature and more related to myth than fact.

3. **The Dynamic Brain,** Lane Lenard, *Science Digest*, December 1983. 14

The dynamic processes involved in *neural growth* and the action of *neural transmitters* suggest that *brain organization* is intimately linked to *environmental stimulation*. Thus, according to Lenard, there is the implication that the newborn's brain may be a bit like a blank slate after all. Debate continues, however, as to whether connections are genetically programmed or random occurrences.

B. FOCUS ON THE GENETIC REVOLUTION

4. **Genes: Our Individual Programming System,** *Bostonia*, September/October 1984. 18

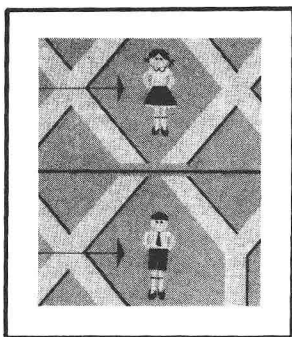
It is reported that *genes* determine one's biological sex, but differentiation of *sexual characteristics* depends on orderly changes in hormonal activity. While *hormones* may regulate the differentiation of gender, however, there is little evidence to link hormone levels to sex differences in behavior in general, or to specific behaviors such as aggression. Excessive hormone levels have been linked to *developmental disabilities*.

5. **Technology and Procreation: How Far Should We Go?** Peter Singer, *Technology Review*, February/March 1985. 25

In vitro fertilization (IVF) leads the revolution in *reproductive technology*, writes Singer. The article presents the difficult ethical and legal problems for society raised by IVF, surrogate parenting, *genetic engineering*, and embryo freezing.

6. **Genetic Testing at Work: How Should It Be Used?** Thomas H. Murray, *Technology Review*, May/June 1985. 31

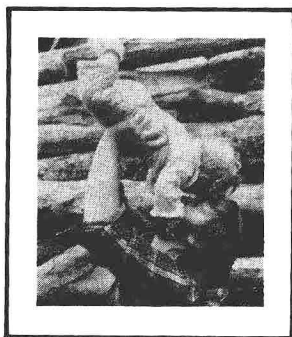
The article distinguishes between *genetic screening* and *genetic monitoring*. The interaction of environment and genetic susceptibility to disease suggests that screening could be an effective approach to prevention of occupational illness. Genetic monitoring focuses on identification of *environmental toxins* and other risk agents that have the potential to induce harm. Both techniques are being used in business and industry.



Unit 2

Development During the Prenatal Period

Four selections discuss development during the prenatal period with an emphasis on artificial insemination, prenatal development, fetal development, and premature birth.



Unit 3

Development During Infancy

Five selections discuss infant development, bonding, self-esteem, and cognitive development during the first years of life.

Overview

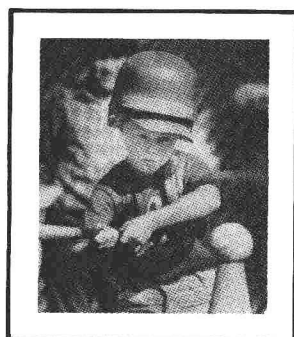
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7. **The New Origins of Life**, *Time*, September 10, 1984. 40
Infertility is a serious threat to *marital stability* for many couples, and for unknown reasons seems to be increasing, according to the article. Today *reproductive technology* allows couples to select from a variety of "artificial" techniques for creating babies, including *artificial insemination* and *in vitro fertilization*.
8. **Life Before Birth**, Geraldine Youcha, *Science Digest*, December 1982. 46
Prenatal development is described and new research is presented which indicates that the womb does not provide total protection to the fetus from various *environmental stresses*. New *technology* allows investigators to study *stimulation effects* during the prenatal period.
9. **The Effects of Alcohol on the Fetus**, Eileen M. Furey, *Exceptional Children*, September 1982. 48
Fetal alcohol syndrome (FAS) is associated with *developmental disabilities* such as growth retardation, physical malformations, impaired mental abilities, and fine motor dysfunction. Although it is not clear how much alcohol can be tolerated by the fetus or when the risk factor is highest, reports Furey, the major effects of FAS are well established.
10. **Before Their Time**, Jack Fincher, *Science* 82, July/August 1982. 53
The article describes how nurses, social workers, neonatologists, and parents meet in intensive care units and combine efforts to promote the growth and development of *prematurely born infants*. Those weighing less than 1000 grams are at high risk for a variety of *developmental disabilities*.

Overview

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11. **What Do Babies Know?** *Time*, August 15, 1983. 62
Historical descriptions of the infant vastly underestimated both the infant's abilities and its influence on its caregivers. The baby's abilities develop rapidly as a result of complicated interactions among genetic codes, reflexive behaviors, caregiving practices, and other forms of *environmental stimulation*. The article indicates that research may have important implications for diagnosis of atypical *growth patterns* in *infant development*.
12. **Biology Is One Key to the Bonding of Mothers and Babies**, Hara Estroff Marano, *Smithsonian*, February 1981. 68
Researchers suggest that shortly after birth, *mother-infant interaction* is rooted in physical contact and visual regard. The special feeling, called *bonding*, helps to organize the attachment relationship between mother and infant. The rigidity of the concept of bonding has provoked debate, according to the author.
13. **Baby Face**, Robert J. Trotter, *Psychology Today*, August 1983. 72
Evolutionary theory, *neurological research*, and studies of *mother-infant interaction* guide intensive study of the infant's *emotional development*. Mothers act differently toward their male and female infants, and, in turn, the infants respond differently to adults. The article suggests that consciousness is built on a foundation of emotion, and that cognition and emotion are linked systems rather than independent processes.



Unit 4

Development During Childhood

Sixteen selections examine human development during childhood, paying specific attention to social and emotional development, cognitive and language development, and education's effect on child development.

14. **Your Child's Self-Esteem**, Paul Chance, *Parents*, January 1982. 77

Researchers have determined that early *caregiver-infant relationships* can promote or interfere with the development of the child's mastery and *self-esteem*, and may help determine whether the child will achieve a sense of *competence* or *helplessness* later in life.

15. **The Roots of Morality**, Joseph Alper, *Science* 85, March 1985. 81

Does *moral behavior* arise from reason or from emotion? Evidence for empathic behavior in infants and toddlers suggests that a genetic basis may be the foundation for moral behavior. *Cognitive developmental theory*, which argues that moral behavior does not develop until adolescence, cannot explain the use of empathic reasoning by young children.

Overview 86

A. SOCIAL AND EMOTIONAL DEVELOPMENT

16. **How Children Influence Children: The Role of Peers in the Socialization Process**, Emmy Elisabeth Werner, *Children Today*, March/April 1979. 88

In cultures throughout the world, children are assigned *caregiving* responsibilities for other children. Cultures in which children help with the care of infants tend to have children who rank high in *nurturance*, *responsibility taking*, and *need for affiliation*, and who rank low in *need for achievement*.

17. **Racists Are Made, Not Born**, Kim Brown, *Parents*, April 1983. 92

Brown examines the nature of *prejudice* and links it to social and familial influences in order to support the case that *racism* is a *learned response* to minority group members. The key seems to be the ways in which children learn to react to violations of their expectations about other people. Such violations give rise to wariness and fear.

18. **Children's Winning Ways**, Maya Pines, *Psychology Today*, December 1984. 95

Ethological studies of young children's *gesture language* and *social interactions* suggest that general categories of social behavior become organized in late infancy. The author reveals that use of pacifying-or-attaching gestures is related to *social competence* and leadership. Conversely, dominant-aggressive children are unlikely to be effective leaders and are at risk for problems with mental health.

19. **Aggression**, Maya Pines, *Science Digest*, July 1985. 100

Investigators from many disciplines search for the causes of *physical aggression*. The author argues that physical aggression is related to *childrearing practices* and cultural levels of aggression, as well as to *brain chemistry* and *hormone levels* in the individual. The fact that extreme aggression runs in families fuels debate as to its genetic origins. Intervention during childhood, maintains the author, is imperative if aggression in adulthood is to be suppressed.

20. **Violence and Aggression**, David Pearl, *Society*, September 1984. 104

Research on *televised violence* has produced little consensus as to its effects. Four factors are identified as contributing to the correlation between televised violence and *aggression*: observational learning, attitude change, physiological arousal, and justification processes.

21. **Erik Erikson's Eight Ages of Man**, David Elkind, *The New York Times Magazine*, April 5, 1970. 110

Erikson's eight stages of *psychosocial development* are compared to Freudian stages of *psychosexual development*. Erikson advocated a life span theory of *personality development*, highlighted the importance of the *identity crisis* of adolescence, and pioneered work in the field of *psychohistory*.

B. COGNITIVE AND LANGUAGE DEVELOPMENT

22. **Voices, Glances, Flashbacks: Our First Memories**, Patrick Huyghe, *Psychology Today*, September 1985. 118

Not all of our ability to remember can be explained by actions of *genes* and *hormones*, reports Huyghe. *Self-concept* also plays a role in *memory*, as does the context within which infants and children encode and *process information*.

23. **Insights into Self-Deception**, Daniel Goleman, *The New York Times Magazine*, May 12, 1985. 122

Cognitive psychologists study encoding processes, filtering mechanisms, and semantic *memory* in an effort to understand how events are included and excluded from consciousness. Studies link repression with poor transfer of information from the right to the left cerebral hemispheres of the *brain*.

24. **Anatomy of Analogy**, James W. Pellegrino, *Psychology Today*, October 1985. 127

Cognitive psychology, writes Pellegrino, is rejuvenating the study of *intelligence* by attempting to discover the basic components of thought. The focus, according to the article, is on *information processing abilities* rather than IQ, and on variations in mental performance rather than stability of standardized test scores.

25. **There's More to Crying Than Meets the Ear**, Barry M. Lester, *Child Care Newsletter*, Vol. 2, No. 2, 1983. 133

The infant's cry indicates *nervous system* integrity and insight into *parent-infant interaction*. The author discusses how different cries are associated with different developmental difficulties. *Crying* frequently has a negative effect on parental *behavior* and, in general, influences parental behavior more strongly than believed in the past.

26. **Why Children Talk to Themselves**, Laura E. Berk, *Young Children*, July 1985. 138

Private speech is a form of *language behavior* that, psychologists believe, helps children to organize and control their environment. Piaget called children's private speech egocentric, a sign of cognitive immaturity. Vygotsky of the Soviet Union challenged this view with the belief that egocentric speech is the link between vocal speech and inner thought. The article reviews attempts by Kohlberg and others to resolve the conflict.

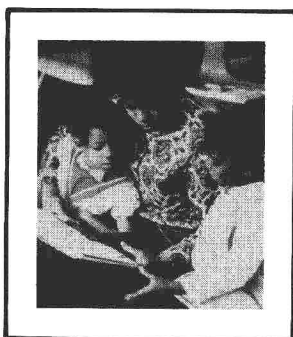
C. EDUCATION AND CHILD DEVELOPMENT

27. **Moral Education for Young Children**, Susan R. Stengel, *Young Children*, September 1982. 144

Children's *moral education* and the teaching of values are controversial subjects among parents and educators. Stengel believes the decisions about how to *discipline* and teach young children to cope with the world should be based on an understanding of the stages of *moral development*. She lists techniques that parents and teachers can use for facilitating the development of moral reasoning in the home and classroom.

28. **Can a Rock Walk?** Maya Pines, *Psychology Today*, November 1983. 149

Research with preschool age children points out that Piaget underestimated their abilities. Rochel Gelman's research shows the *preschooler* to be actively engaged in the mastery of basic *cognitive skills* such as language, counting, social competence, and causality. Moreover, important integrations among cognitive and *social skills* are taking shape.



Unit 5

Child Rearing and Child Development

Five selections discuss the impact of certain social and emotional interactions on child rearing and child development. The topics considered include family influences, children and divorce, child abuse, hyperactivity, and stress.

29. **Stalking Intelligence**, Signe Hammer, *Science Digest*, June 1985. 154

Yale professor Sternberg is a major figure in *intelligence theory*. While cognitive psychology emphasizes *information processing* and the study of abilities common to many intelligence and achievement tests, Sternberg focuses on what he calls practical intelligence—the kind that counts in real life.

30. **Rumors of Inferiority**, Jeff Howard and Ray Hammond, *The New Republic*, September 9, 1985. 161

Studies link deficiencies in the process of *cognitive development* to continued *social-economic underdevelopment* among America's black population. The authors argue that differences in black-white performance are related to self-doubt and fear of intellectual abilities among blacks. Internalized negative expectancies affect future competitive behaviors and cause blacks to avoid situations that might reinforce feelings of inferiority.

31. **The Mind of the Puzzler**, Robert J. Sternberg and Janet E. Davidson, *Psychology Today*, June 1982. 166

New studies linking *problem-solving ability* with IQ suggest that problem-solving ability that requires inductive reasoning correlates with IQ but ability requiring deductive reasoning does not. This article suggests that a combination of impulsive and reflective cognitive development together with motivation and perseverance are essential for problem solving.

- Overview 170

32. **Who's Who**, Jon Queijo, *Bostonia*, July 1984. 172

A Boston University study of *sex roles* focuses on men's and women's attitudes about *marriage*, *parenting*, children's experiences in the family, and *family development*. The role of the investigator in family research is also examined.

33. **Children of Divorce**, Linda Bird Francke, *Family Circle*, July 12, 1983. 176

Twelve million American children have experienced the *divorce* of their parents, and each year one million more are added to the roll. By understanding the feelings and reactions of children of divorce, parents can help ease their children's adjustment to life after divorce. The author concentrates on children aged six to twelve and provides guidelines for parents to follow.

34. **The Prevention of Child Sexual Abuse: An Overview of Needs and Problems**, David Finkelhor, *SIECUS Report*, Vol.XIII, No.1, September 1984. 179

The author discusses the importance of *child sexual abuse* prevention programs. He examines the needs of children and parents, current concepts of prevention, organizational issues, and conceptual dilemmas.

35. **Arresting Delinquency**, Dan Hurley, *Psychology Today*, March 1985. 184

The article describes *multimodality therapy* which combines family, educational, psychological, and medical interventions to treat *hyperactive children*. Similar successes in the prevention of criminality have been linked to high quality preschool programs for disadvantaged children.

36. **Resilient Children**, Emmy E. Werner, *Young Children*, November 1984. 188

Resilient children are not victimized by severe or chronic psychological stress, reports Werner. The ability to elicit positive responses from others, and the presence of a close *attachment* to a caregiver, and a strong *self-confidence* are characteristic of the developmental histories of invulnerable children.



Unit 6

Development During Adolescence and Early Adulthood

Six selections examine some of the effects of social environment, sibling relationships, father/son relationships, twinship, psychic surrender, and depression on human development during adolescence and early adulthood.

- | | |
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| Overview | 194 |
| 37. Rites of Passage , Joseph Adelson, <i>American Educator</i> , Summer 1982. | 196 |
| Findings of a research study reveal insights into how <i>adolescents</i> develop an understanding about the laws, the community, and the principles of democracy. The perspectives of pre- and early-adolescents are often expressed in terms indicating a sensitivity to the <i>social environment</i> , but when they are queried more closely there is often a conceptual void between what they say and what they mean. | |
| 38. The Sibling Bond: A Lifelong Love/Hate Dialectic , Virginia Adams, <i>Psychology Today</i> , June 1981. | 206 |
| According to Adams, the <i>emotional relationships</i> formed in childhood have lasting influences on brothers and sisters and affect their relationships with others. She explains why <i>sibling relationships</i> are taking on new meaning as the composition of the American family changes. Intense sibling loyalties are a reaction to <i>family collapse</i> as children attempt to cope with a lack of affection and care from their parents. | |
| 39. Fathers and Sons . . . The Search for Reunion , Zick Rubin, <i>Psychology Today</i> , June 1982. | 214 |
| Traditional <i>psychoanalytic theory</i> focuses on negative aspects of the <i>father-son relationship</i> and emphasizes a pervasive hostility. This report indicates that the relationship often improves over time. It lists factors affecting the relationship such as <i>early parenting</i> , occupational choice, living distance, and sensitivity. | |
| 40. Holocaust Twins: Their Special Bond , Nancy L. Segal, <i>Psychology Today</i> , August 1985. | 221 |
| The author reveals that twins who survived the horrors of Auschwitz consider the strength and closeness of their twinship to be the key factor in their survival. Studies indicate that differences in leadership style and group structure in Auschwitz are linked to <i>sex differences</i> in recall <i>memory</i> . | |
| 41. Psychic Surrender: America's Creeping Paralysis , Michael Scott Cain, <i>The Humanist</i> , September/October 1983. | 228 |
| Psychic surrender refers to the abdication of <i>self-control</i> of one's life in favor of other-control. Schools and the work environment are criticized for their contribution to <i>boredom</i> , the collapse of <i>values</i> , <i>helplessness</i> , <i>permissiveness</i> , and <i>drug use</i> . | |
| 42. Suicide , George Howe Colt, <i>Harvard Magazine</i> , September/October 1983. | 234 |
| <i>Adolescent suicide</i> has increased three-fold during the past twenty-five years. Overall, 30,000 to 100,000 people commit suicide annually. Despite lack of government support for research on suicide, suicidologists continue to search for causes and to evaluate prevention programs. Explanations range from <i>depression</i> , <i>hopelessness</i> , and <i>despair</i> , to <i>alienation</i> and the erosion of faith. | |



Unit 7

Development During Middle and Late Adulthood

Six selections explore the relationship of sex differences, love, late motherhood, loneliness, and diet to human development during middle and late adulthood.

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43. Men and Women: How Different Are They? Cullen Murphy, <i>The Saturday Evening Post</i> , October 1983.	246
Biological, cognitive, and behavioral differences between the sexes are linked to hormonal influences during <i>fetal development</i> , differences in <i>neurological organization</i> , and <i>parenting practices</i> . Why <i>sex differences</i> between them exist and whether or not such differences really matter remain unanswered questions. Murphy gives a thorough review of this continually controversial topic.	
44. The Measure of Love , Robert J. Sternberg, <i>Science Digest</i> , April 1985.	251
Despite its pervasive importance for human behavior, psychologists know remarkably little about love relationships. Although love varies for lovers, siblings, and parents, the basic core of <i>love</i> is constant.	
45. Late Motherhood: Race Against Mother Nature? Elise Vider, <i>St. Raphael's Better Health</i> , July/August 1981.	254
Increasing numbers of women over thirty are having babies—in many cases for the first time. The article reports that although infants of older women are at increased risk of <i>chromosomal abnormalities</i> , medical <i>technology</i> makes it safer and easier for women to experience childbirth later in life. Moreover, social-emotional factors provide additional advantage to late first-time mothers.	
46. Toward an Understanding of Loneliness , Richard Booth, <i>Social Work</i> , March/April 1983.	257
<i>Loneliness</i> is an emotional state that nearly everyone experiences some time or another regardless of age. Like love, however, little is known about this frequently occurring condition. According to the author, loneliness seems to be related to unrealistic expectations, dwelling on the past, and depression.	
47. Life Spans , Mary Batten, <i>Science Digest</i> , February 1984.	260
<i>Aging</i> begins at the moment of conception. Although no fountain of youth has yet been discovered, the thymus gland and its <i>hormones</i> may play an important role in regulating the aging process. The major problem, of course, is that the thymus gland also ages.	
48. Living Longer , Richard Conniff, <i>Next</i> , May/June 1981.	268
Researchers studying single cell organisms, human <i>chromosomes</i> , and non-human animals are unraveling the secrets of <i>aging</i> . Control of childhood <i>disease</i> , better <i>education</i> , increased physical fitness, and proper <i>diet</i> are factors that already add to increased life span.	
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HUMAN DEVELOPMENT 86/87

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Cover illustration by Mike Eagle

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The Dushkin Publishing Group, Inc.
Sluice Dock, Guilford, Connecticut 06437