

The Encyclopedia of Human Development and Education Theory, Research, and Studies

Edited by

R. Murray Thomas

Advances in Education

Pergamon Press

**THE ENCYCLOPEDIA
OF
HUMAN DEVELOPMENT
AND
EDUCATION
THEORY, RESEARCH, AND STUDIES**

Edited by

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PERGAMON PRESS

Member of Maxwell Macmillan Pergamon Publishing Corporation

OXFORD · NEW YORK · BEIJING · FRANKFURT
SÃO PAULO · SYDNEY · TOKYO · TORONTO

U.K.	Pergamon Press plc, Headington Hill Hall, Oxford OX3 0BW, England
U.S.A.	Pergamon Press, Inc., Maxwell House, Fairview Park, Elmsford, New York 10523, U.S.A.
PEOPLE'S REPUBLIC OF CHINA	Pergamon Press, Room 4037, Qianmen Hotel, Beijing, People's Republic of China
FEDERAL REPUBLIC OF GERMANY	Pergamon Press GmbH, Hammerweg 6, D-6242 Kronberg, Federal Republic of Germany
BRAZIL	Pergamon Editora Ltda, Rua Eça de Queiros, 346, CEP 04011, Paraiso, São Paulo, Brazil
AUSTRALIA	Pergamon Press Australia Pty Ltd., P.O. Box 544, Potts Point, N.S.W. 2011, Australia
JAPAN	Pergamon Press, 5th Floor, Matsuka Central Building, 1-7-1 Nishishinjuku, Shinjuku-ku, Tokyo 160, Japan
CANADA	Pergamon Press Canada Ltd., Suite No 271, 253 College Street, Toronto, Ontario, Canada M5T 1R5

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Based on material from *The International Encyclopedia of Education*, first published 1985, with revisions and updated material.

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First edition 1990

Library of Congress Cataloging-in-Publication Data

The Encyclopedia of human development and education:
theory, research, and studies/edited by R. Murray
Thomas.—1st ed.
p. cm.—(Advances in education)
1. Development psychology. I. Thomas, R. Murray, (Robert
Murray), 1921– II. Series.
BF713.E65 1989
155—dc20 89-26480

British Library Cataloguing in Publication Data

The Encyclopedia of human development and education:
theory, research, and studies.—(Advances in education)
1. Man. Development
I. Title II. Series
155

ISBN 0-08-033408-3

*Computer data file designed and computer
typeset by Page Bros (Norwich) Ltd.*

Printed in Great Britain by BPCC Wheatons Ltd, Exeter

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HUMAN DEVELOPMENT
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ROBERT MAXWELL

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Preface

Although human development has been of interest to scholars for a very long time, the empirical study of human development, and particularly child development, is a relatively recent phenomenon. It was only during the late nineteenth century that researchers on both sides of the Atlantic began to conduct empirical studies on individual development, individual differences, and the learning process, with a focus on the implications of these studies for education. In the last fifty years, however, an increasing number of studies have been carried out in all parts of the world—at universities and at research-and-development centers. As a result of this research, there are now several thousand books on various aspects of human development and hundreds of thousands of journal articles on the subject.

After a century of studies concerned with various aspects of human development, it seems appropriate to take stock of what is known about the basic problems of human development relevant to schooling, child raising, and counseling. *The Encyclopedia of Human Development and Education: Theory, Research and Studies* provides practitioners such as teachers, school psychologists, social workers, school administrators, counselors, and guidance workers, as well as students of education, with state-of-the-art accounts of the various facets of human development and their bearing on education.

1. *The Origins of the Encyclopedia*

The contents of this *Encyclopedia* derive from articles appearing in the 10-volume *International Encyclopedia of Education: Research and Studies* which was edited by Torsten Husén and T. Neville Postlethwaite and published in 1985. *The International Encyclopedia of Education* was awarded the 1986 Dartmouth Medal for an outstanding reference work by the American Library Association and was also selected by *Choice* as an Outstanding Academic Book of 1987.

In preparing *The Encyclopedia of Human Development*, authors were invited to revise and update their articles which had been published previously in *The International Encyclopedia of Education*. In addition to these articles, eleven articles were newly commissioned to cover recent studies and research in the field.

In the 10-volume parent encyclopedia, all articles were arranged in alphabetical order, with the result that the entries on human development were widely distributed throughout the 10 volumes. In *The Encyclopedia of Human Development and Education*, the entries have been organized thematically, rather than alphabetically. There are six major Parts, with sections organized in a pattern intended to reflect the potential categories of interest to readers. Each Part is preceded by an introduction, written by the Editor, describing the contents and placing them in perspective.

2. Scope of the Encyclopedia

The decision as to which articles should be included in this work was based on three main criteria:

- (a) An identification of principal subjects commonly found in textbooks and journals on development in the 1980s. Examples of such entries include: *Genetics and Human Development*, *Basic Concepts and Applications of a Modern Cognitive Development Theory*, *Basic Concepts of Behaviorism*, *Psychoanalytic Theory of Human Development*, *Stages of Human Development*, *Infancy*, *Adolescence*, *Cognitive Development*, *Vision and Visual Perception*, and *Socialization*.
- (b) An effort to present traditional, widely-held views of human development not ordinarily found in such books and journals. The most prominent of such entries are accounts of theories of development embedded in such religious/philosophical traditions as those of Christianity, Judaism, Islam, Buddhism, Hinduism, Confucianism, and Shinto.
- (c) Consultants' suggestions about problems which have interest in the field of development during the late 1980s. Examples of these articles include: *Information-processing Theory*, *Bilingualism*, *Drugs and Human Development*, *Homosexuality and Human Development*, *Body Image and Body Language*, *Multiculturalism*, *One-parent Families*, and *Child Influence on Adults*.

A further criterion used in the selection of articles was that their topics should be linked to education. Once the articles were selected, authors were asked to devote their main attention to explaining the concepts and facts of human development in relation to their topic. In addition they were asked to indicate implications that such concepts and facts could hold for educational practice—school instruction, child rearing, and counseling.

Another important consideration in the choice of articles for this *Encyclopedia* was that the volume should contain both theoretical and practical-empirical information about human development. The reason for this is that theory and research go hand-in-hand, since research is dependent on theory for the selection of variables to be studied and the design adopted. As well as entries devoted primarily to various theories of development, empirical-research entries include both theory and research results. The research reported throughout this volume reflects many investigative approaches—survey and experimental, historical, hermeneutic, psychoanalytic, anthropological, ethnographic, and case-study.

3. Structure of the Encyclopedia

The conceptual framework of the *Encyclopedia* is shown in Fig. 1. It identifies the six major Parts and their relationships. As Fig. 1 suggests, the most general concepts regarding development appear in the first three Parts of the volume, while the most specific information is located in the last three Parts. In effect, Parts 1, 2, and 3 offer theoretical settings in which the more detailed summaries of research and studies described in Parts 4, 5, and 6 can be viewed.

4. The Contents of the Six Parts

Part 1, consisting of five articles, focuses on general development issues and their historical backgrounds, including such concepts as *Life-span Development*, *Genetics*

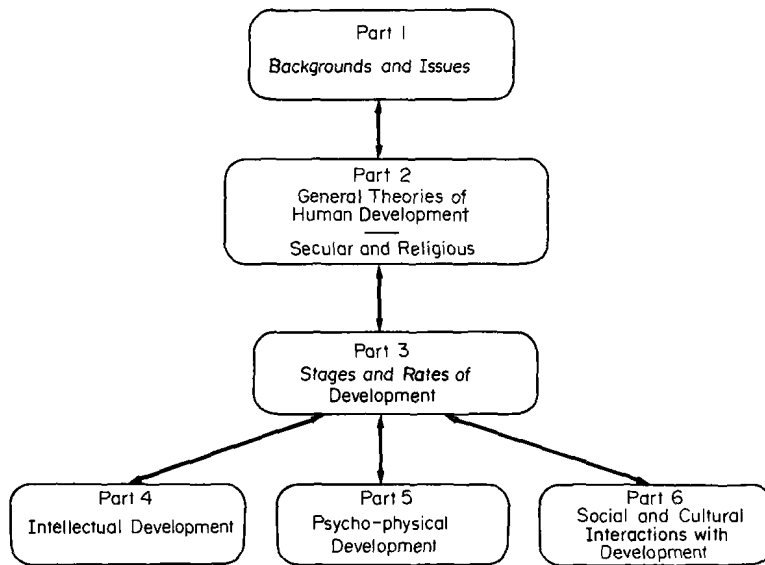


Figure 1
Schematic representation of the *Encyclopedia's* organization

and Human Development, Maturation and Human Development, and Individual Differences.

Part 2, divided into two sections, contains 23 articles describing General Theories of Human Development. Part 2(a), Secular Theories, consists of 16 articles describing scientific and secular models conceived by European and North American philosophers and psychologists. The secular theories described range from *Basic Concepts and Applications of Piagetian Cognitive Development Theory* and *Soviet Theories of Human Development* to behaviorist, psychoanalytic, humanistic, and information-processing conceptions. Part 2(b), *Theories Embedded in Religious Traditions*, reviews theories derived from major religious traditions, including Jewish, Christian, and Islamic theories, which originate in the Middle East, as well as Hindu, Buddhist, Confucian, and Shinto beliefs, originating in Central and Eastern Asia.

The process of development is often viewed as a series of stages that start with prenatal life and end with old age. Part 3, divided into two sections discusses Stages and Rates of Development. Part 3(a), Definitions of Stage and Rate, contains three articles which analyze concepts of growth stages and developmental rates. These articles serve as an interpretive backdrop to Part 3(b) which consists of seven articles describing characteristics of development at seven successive stages, extending from prenatal life through to old age.

Parts 4, 5, and 6 deal with three major facets into which textbook authors have customarily divided human development—the intellectual, the psycho-physical, and the social-cultural.

Intellectual Development is reviewed in Part 4 which is divided into four sections—Mental Development in General, Learning Processes, Varieties of Intellectual Development, and The Self in the Environment.

The psycho-physical aspects of Development are dealt with in the 15 articles which comprise Part 5. This Part is divided into three sections—Influences on Psycho-physical

Development, Developing Vision and Hearing, and Special Issues in Physical Development.

Finally, Part 6 contains 24 articles dealing with Social and Cultural Interactions with Development. These articles are divided into three sections—Socialization and Acculturation, Prosocial and Antisocial Behaviour, and Factors Affecting Socialization.

5. *How to Use the Encyclopedia*

This volume is designed to serve both as a reference book and a textbook. A user with a specific subject or question in mind, will find it useful to proceed either via the Contents at the beginning of the book, or via the Subject Index at the end. Should a user require a more general view of a large segment of the field, it would be more useful to start by reading the introductions to each Part. These give helpful overviews and sufficient guidance to the contents of individual entries to assist the reader in deciding where to go next.

Further assistance is provided by a comprehensive bibliography at the end of each article which readers may find profitable for locating further sources of information. In addition to the Subject Index at the end of the volume, there is an Author Index covering all authors cited in articles. A full list of contributors and their affiliations is also included at the back of the volume.

6. *Acknowledgements*

Robert Maxwell conceived the idea of the parent encyclopedia, while Torsten Husén and T. Neville Postlethwaite took on the enormous task of finding Section Editors and of guiding the publication through its development. Together with Barbara Barrett, the Editorial Director at Pergamon Press, they were largely responsible for initiating and overseeing that remarkable work. As for this single-volume *Encyclopedia of Human Development and Education*, Joan Burks, Editorial Manager and Debra Rosen, Editor were primarily responsible for the more detailed work at Pergamon Press. To all of the above I owe a deep debt of gratitude for their crucial roles in this venture. Finally, I must express my very sincere thanks to the authors of the articles, whose expertise, dedication, and care is reflected in the high quality of their contributions.

March 1990

R. M. Thomas
California, USA

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