

A · N · N · U · A · L E · D · I · T · I · O · N · S

CHILD GROWTH AND DEVELOPMENT

98/99



NEW Student Web Site
DUSHKIN ONLINE

see inside front cover for details

● ANNOTATED WORLD WIDE WEB SITES NOW INCLUDED IN THIS BOOK

CHILD GROWTH AND DEVELOPMENT 98/99

Fifth Edition



Editor

Ellen N. Junn

California State University, Fullerton

Ellen Junn is a professor of child development, administrative fellow in the Office of the Vice President of Academic Affairs, and director of the Office of Educational Equity at California State University, Fullerton. She received a B.S. in experimental psychology from the University of Michigan and her M.A. and Ph.D. in cognitive and developmental psychology from Princeton University. In addition to her work on educational equity issues, Dr. Junn's research and publications focus on developments in children's conceptions regarding adult social relationships and on college teaching effectiveness.

Editor

Chris J. Boyatzis

Bucknell University

Chris Boyatzis is an assistant professor of psychology at Bucknell University. He received a B.A. in psychology from Boston University and his M.A. and Ph.D. in developmental psychology from Brandeis University. Many of his research interests lie at the intersection of social and cognitive development in early childhood. Dr. Boyatzis has published research on children's nonverbal behavior and social status, media effects on children, symbolic development, and play and art. He has also written on the use of literature and film to teach developmental psychology.

Annual Editions

A Library of Information from the Public Press

Dushkin/McGraw-Hill

Sluice Dock, Guilford, Connecticut 06437

Visit us on the Internet—<http://www.dushkin.com/>

The Annual Editions Series

ANNUAL EDITIONS, including GLOBAL STUDIES, consist of over 70 volumes designed to provide the reader with convenient, low-cost access to a wide range of current, carefully selected articles from some of the most important magazines, newspapers, and journals published today. ANNUAL EDITIONS are updated on an annual basis through a continuous monitoring of over 300 periodical sources. All ANNUAL EDITIONS have a number of features that are designed to make them particularly useful, including topic guides, annotated tables of contents, unit overviews, and indexes. For the teacher using ANNUAL EDITIONS in the classroom, an Instructor's Resource Guide with test questions is available for each volume. GLOBAL STUDIES titles provide comprehensive background information and selected world press articles on the regions and countries of the world.

VOLUMES AVAILABLE

ANNUAL EDITIONS

Abnormal Psychology
Accounting
Adolescent Psychology
Aging
American Foreign Policy
American Government
American History, Pre-Civil War
American History, Post-Civil War
American Public Policy
Anthropology
Archaeology
Astronomy
Biopsychology
Business Ethics
Child Growth and Development
Comparative Politics
Computers in Education
Computers in Society
Criminal Justice
Criminology
Developing World
Deviant Behavior
Drugs, Society, and Behavior
Dying, Death, and Bereavement
Early Childhood Education

Economics
Educating Exceptional Children
Education
Educational Psychology
Environment
Geography
Geology
Global Issues
Health
Human Development
Human Resources
Human Sexuality
International Business
Macroeconomics
Management
Marketing
Marriage and Family
Mass Media
Microeconomics
Multicultural Education
Nutrition
Personal Growth and Behavior
Physical Anthropology
Psychology
Public Administration
Race and Ethnic Relations

Social Problems
Social Psychology
Sociology
State and Local Government
Teaching English as a Second
Language
Urban Society
Violence and Terrorism
Western Civilization,
Pre-Reformation
Western Civilization,
Post-Reformation
Women's Health
World History, Pre-Modern
World History, Modern
World Politics

GLOBAL STUDIES

Africa
China
India and South Asia
Japan and the Pacific Rim
Latin America
Middle East
Russia, the Eurasian Republics,
and Central/Eastern Europe
Western Europe



Cataloging in Publication Data

Main entry under title: Annual Editions: Child growth and development. 1998/99.

1. Child psychology—Periodicals. I. Junn, Ellen N., comp. II. Boyatzis, Chris J., comp. III. Title: Child growth and development.

ISBN 0-697-39134-5

155.4'.05

ISSN 1075-5217

© 1998 by Dushkin/McGraw-Hill, Guilford, CT 06437, A Division of The McGraw-Hill Companies.

Copyright law prohibits the reproduction, storage, or transmission in any form by any means of any portion of this publication without the express written permission of Dushkin/McGraw-Hill, and of the copyright holder (if different) of the part of the publication to be reproduced. The Guidelines for Classroom Copying endorsed by Congress explicitly state that unauthorized copying may not be used to create, to replace, or to substitute for anthologies, compilations, or collective works.

Annual Editions® is a Registered Trademark of Dushkin/McGraw-Hill,
A Division of The McGraw-Hill Companies.

Fifth Edition

Cover image © 1997 PhotoDisc, Inc.

Printed in the United States of America

Printed on Recycled Paper



Editors/Advisory Board

Members of the Advisory Board are instrumental in the final selection of articles for each edition of ANNUAL EDITIONS. Their review of articles for content, level, currentness, and appropriateness provides critical direction to the editor and staff. We think that you will find their careful consideration well reflected in this volume.

EDITORS

Ellen N. Junn

California State University, Fullerton

Chris J. Boyatzis

Bucknell University

ADVISORY BOARD

Mary Belcher

Orange Coast College

Patrick M. Drumm

Ohio University

Gene V. Elliott

Rowan University

JoAnn M. Farver

University of Southern California

Kathy Fite

Southwest Texas State University

Trisha Folds-Bennett

College of Charleston

Charles D. Hoffman

California State University

San Bernardino

Richard J. Ida

Solano Community College

Marcia Lasswell

California State Polytechnic University

Nancy G. McCarley

Mississippi State University

Joann Montepare

Tufts University

Karen L. Peterson

Washington State University

Derek Price

Wheaton College

Mary Helen Spear

Prince George's Community College

Connie Steele

University of Tennessee

Faye B. Steuer

College of Charleston

Harold R. Strang

University of Virginia

Staff

Ian A. Nielsen, Publisher

EDITORIAL STAFF

Roberta Monaco, Developmental Editor

Dorothy Fink, Associate Developmental Editor

Addie Raucci, Administrative Editor

Cheryl Greenleaf, Permissions Editor

Deanna Herrschaft, Permissions Assistant

Diane Barker, Proofreader

Lisa Holmes-Doebrick, Program Coordinator

PRODUCTION STAFF

Brenda S. Filley, Production Manager

Charles Vitelli, Designer

Shawn Callahan, Graphics

Lara M. Johnson, Graphics

Laura Levine, Graphics

Mike Campbell, Graphics

Joseph Offredi, Graphics

Juliana Arbo, Typesetting Supervisor

Jane Jaegersen, Typesetter

Marie Lazauskas, Word Processor

Kathleen D'Amico, Word Processor

Larry Killian, Copier Coordinator

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. Many of these articles 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 *academic editor*, who is an expert in the subject area, and with the guidance of an *Advisory Board*, each year we seek 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 that you will find this volume useful, and we hope that you will take a moment to let us know what you think.

We are delighted to welcome you to this fifth volume of *Annual Editions: Child Growth and Development 98/99*. The amazing sequence of events of prenatal development that lead to the birth of a baby is an awe-inspiring process. Perhaps more intriguing is the question of what the future may hold for this newly arrived baby—for instance, will this child become a doctor, a lawyer, an artist, a beggar, or a thief? Although philosophers and prominent thinkers such as Charles Darwin and Sigmund Freud have long speculated about the importance of infancy on subsequent development, not until the 1960s did the scientific study of infants and young children flourish. Since then, research and theory in infancy and childhood has exploded, resulting in a wealth of new knowledge about child development.

Past accounts of infants and young children as passive, homogeneous organisms have been replaced with investigations aimed at studying infants and young children at a “microlevel”—as active individuals with many inborn competencies, who are capable of shaping their own environment—as well as at a “macrolevel,” by considering the larger context surrounding the child. In short, children are not “blank slates,” and development does not take place in a vacuum; children arrive with many skills and grow up in a complex web of social, historical, political, economic, and cultural spheres.

As was the case for previous editions, we hope to achieve at least four major goals with this volume. First, we hope to present you with the latest research and thinking to help you better appreciate the complex interactions that characterize human development in infancy and childhood. Second, in light of the feedback we received on previous editions, we have placed greater emphasis on important contemporary issues and challenges, exploring topics such as understanding development in the context of current societal and cultural influences. Third, attention is given to articles that also discuss effective, practical applications. Finally, we hope that this anthology will serve as a catalyst to help students become more effective future professionals and parents.

To achieve these objectives, we carefully selected articles from a variety of sources, including scholarly research journals and texts as well as semiprofessional journals and popular publications. Every selection was scrutinized for readability, interest level, relevance, and cur-

rency. In addition, we listened to the valuable input and advice from members of our advisory board, consisting of faculty from a range of institutions of higher education, including community and liberal arts colleges as well as research and teaching universities. We are most grateful to the advisory board as well as to the excellent editorial staff of Dushkin/McGraw-Hill Publishers.

Annual Editions: Child Growth and Development 98/99 is organized into five major units. Unit 1 focuses on conception, prenatal development, and childbirth. Unit 2 presents information regarding developments in cognition, language, and learning. Unit 3 focuses on social and emotional development. Unit 4 is devoted to parenting and family issues such as working parents, marital transitions, siblings, and discipline. Finally, unit 5 focuses on larger cultural and societal influences (such as poverty, the media) and on special challenges (such as childhood victimization and abuse, children with attention deficits).

Instructors for large lecture courses may wish to adopt this anthology as a supplement to a basic text, whereas instructors for smaller sections might also find the readings effective for promoting student presentations or for stimulating discussions and applications. Whatever format is utilized, it is our hope that the instructor and the students will find the readings interesting, illuminating, and provocative.

As the title indicates, *Annual Editions: Child Growth and Development* is by definition a volume that undergoes continual review and revision. Thus, we welcome and encourage your comments and suggestions for future editions of this volume. Simply fill out and return the comment card found at the end of this book. Best wishes, and we look forward to hearing from you!



Ellen N. Junn



Chris J. Boyatzis
Editors

UNIT 1



Conception to Birth

Five articles discuss the development of the child from the prenatal stage to birth.

To the Reader	iv
Topic Guide	2
Selected World Wide Web Sites	4
Overview	6

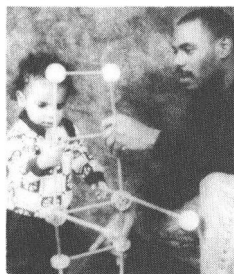
A. Prenatal Development

1. **Politics of Biology**, Wray Herbert, *U.S. News & World Report*, April 21, 1997. 8
This interesting article highlights the *nature/nurture debate*, and addresses research on the roles of *genes and experience in shaping mental illness, violence, sexual orientation, and alcoholism*. This piece shows how *psychological research both contributes to and reflects the trends in broader societal values* about the role of biology and environment in human behavior.
2. **Making Babies**, Nancy Wartik, *Los Angeles Times Magazine*, March 6, 1994. 13
For many couples, the realities of a "normal" conception may be beyond reach. Today, a dizzying number of *high-technology fertilization techniques* (artificial insemination, in vitro fertilization, GIFT, SUZI, ICSI, and others) extend hope to millions of couples coping with various forms of infertility. However, couples who opt for these often *costly techniques* may face *moral and social concerns* as well.
3. **Waiting Game**, Susan Gilbert, *New York Times Magazine*, April 25, 1993. 20
Pregnant women and physicians have available to them an impressive arsenal of *prenatal diagnostic tests*. Susan Gilbert reviews some of the most common, such as *chorionic villi sampling, ultrasound, and amniocentesis*.

B. Birth and Babies

4. **The Fantastic Voyage of Tanner Roberts**, Pamela Warrick, *Los Angeles Times*, March 1, 1992. 24
This fascinating article captures the final days and minutes before a child's birth. Psychological and physiological details about the *birth experience* for the child and the mother are described in this personal account of one boy's birth.
5. **Putting a New Spin on the Birth of Human Birth**, Joshua Fischman, *Science*, May 20, 1994. 28
Joshua Fischman presents an *evolutionary perspective on birth* and raises provocative questions about why humans are born the way we are. Fischman discusses anthropological and evolutionary evidence on the *challenges posed by human babies' large heads and shoulders*.

UNIT 2



Cognition, Language, and Learning

Twelve selections consider the growth of children's cognitive and language abilities and their experiences in the learning process in school.

Overview

30

A. Early Cognitive Development

6. **Fertile Minds**, J. Madeleine Nash, *Time*, February 3, 1997. 32
This article explains the *development of neurons and synapses*, the connections between brain cells. Research on *vision, motor development, language, and emotion demonstrates that both nature and experience in early childhood play important roles* in shaping brain development.
7. **How to Build a Baby's Brain**, Sharon Begley, *Newsweek*, Special Issue, Spring/Summer 1997. 37
This article summarizes recent research showing that *babies are innately wired to learn*. However, innate potential is developed only through interacting with the environment, and *experience after birth plays a crucial role in shaping the actual wiring of the baby's brain*.
8. **The Language Explosion**, Geoffrey Cowley, *Newsweek*, Special Issue, Spring/Summer 1997. 41
Explaining *how children acquire language* has long been a fascinating challenge for psychologists. This article reviews recent perspectives on *the roles of innate tendencies and how children put them to use in understanding and communicating* with their environment.
9. **Starting Point**, George Butterworth, *Natural History*, May 1997. 44
Parents and psychologists alike focus on sounds and speech as signs of language development. But in this interesting article, Butterworth discusses *pointing as an early nonverbal act that emerges in the first year of life*, and he explains how it may be important for speech and communication.
10. **10 Myths about Child Development**, Julius Segal, *Parents*, July 1989. 47
Using research findings, Julius Segal exposes 10 popular misconceptions involving child development issues ranging from *attachment and IQ to discipline and neglect*.
11. **How Do Infants Learn about the Physical World?** Renée Baillargeon, *Current Directions in Psychological Science*, October 1994. 51
Based on the pioneering work of *Jean Piaget*, researchers once assumed that infants lacked a sense of *object permanence*. Renée Baillargeon describes her well-known and ingenious research indicating that *young infants do, in fact, possess more fundamental and elaborate knowledge about physical objects than once thought*.

12. **Vygotsky's Theory: The Importance of Make-Believe Play,** 59
Laura E. Berk, *Young Children*, November 1994.
This article describes the view of *Lev Vygotsky*, a Russian psychologist who emphasized the importance of *pretend play as a forum for learning*. In particular, children learn through interactions with parents and teachers that create a *scaffold for experiences*, allowing youngsters to take over more responsibility as their skills increase.
 13. **Malnutrition, Poverty, and Intellectual Development,** 68
J. Larry Brown and Ernesto Pollitt, *Scientific American*, February 1996.
The authors describe research from around the world demonstrating that *a poor diet influences children's intellectual development* in many ways. The article also addresses other *effects of poverty on children's mental growth*.
- B. Learning in School**
14. **What Should Children Learn?** Paul Gagnon, *The Atlantic Monthly*, December 1995. 73
Paul Gagnon describes one of the most contentious debates in American education today—whether there should be national standards for children—and explains the *competing political forces that shape and impede educational reform*. Gagnon presents *a historical perspective on the debate over national standards* for education.
 15. **What Have We Learned about Developmentally Appropriate Practice?** Loraine Dunn and Susan Kontos, *Young Children*, July 1997. 82
This review article presents *research on issues in early childhood education*, including *didactic versus child-centered instruction, teachers' and parents' attitudes, and the impact of early childhood teaching practices on children's social and cognitive development*.
 16. **How Asian Teachers Polish Each Lesson to Perfection,** 90
James W. Stigler and Harold W. Stevenson, *American Educator*, Spring 1991.
Stigler and Stevenson's research on *math education in China, Japan, and the United States* reveals *significant cultural differences in the values, practices, and expectations of both teachers and students*. However, due to cultural differences, adoption of Asian teaching techniques in the United States would not necessarily result in similar benefits to children in our culture.
 17. **The IQ Puzzle,** Sharon Begley, *Newsweek*, May 6, 1996. 102
Scores on intelligence tests have risen dramatically in many countries. Does this mean that children today are smarter than ever? Sharon Begley discusses the possible reasons for these gains—including the popularity of video games and cereal boxes with mazes and puzzles for children—and also addresses *the debate on whether IQ tests truly measure intelligence*.

UNIT 3



Social and Emotional Development

Five articles follow a child's emotional development into the larger social world.

Overview

104

A. *The Child's Feelings: Emotional Development*

18. Early Experience and Emotional Development: The Emergence of Wariness of Heights, Joseph J. Campos, Bennett I. Bertenthal, and Rosanne Kermoian, *Psychological Science*, January 1992. 106

How do we become afraid of heights? Are we born with that fear or do we learn it through life experiences? This article by prominent researchers describes careful *experiments designed to determine whether babies are born with a fear of heights or if they acquire it only after they begin to crawl* and to experience moving around in the world.

19. The Moral Power of Good Stories, William Kilpatrick, *American Educator*, Summer 1993. 110

Stories help to make sense of our lives, claims William Kilpatrick, and they offer children vivid examples of morals and good values. This essay urges educators and parents to use *stories as a powerful means of communicating* to children about *character and virtue*.

B. *Entry into the Social World: Peers, Play, and Popularity*

20. The EQ Factor, Nancy Gibbs, *Time*, October 2, 1995. 120

Recent brain research suggests that emotions, not the traditional IQ rating, may be *the true measure of human intelligence*. This article examines this latest trend in the assessment of human ability to cope successfully with challenges.

21. Children without Friends, Janis R. Bullock, *Childhood Education*, Winter 1992. 127

According to research, *having friends is crucial for normal development*. This article describes the *sociometric status* of different kinds of children—the *popular*, *rejected*, and *neglected*—and the implications of not having friends. Suggestions are given for teachers to identify and help children who are without friends.

22. Girls and Boys Together . . . but Mostly Apart: Gender Arrangements in Elementary Schools, Barrie Thorne, from *Gender Play: Girls and Boys in School*, Rutgers University Press, 1993. 132

Gender segregation—boys playing with boys, girls with girls—is very common during the elementary school years. How might this affect *boys' and girls' social and interpersonal development*? Barrie Thorne describes how not only peers but teachers as well contribute to gender segregation.

UNIT 4



Parenting and Family Issues

Five articles assess the latest implications of child development with regard to attachment, marital transitions, day care, and discipline.

Overview	142
23. The Day-Care Dilemma, James Collins, <i>Time</i> , February 3, 1997.	144
If early experiences influence babies' brains and development, as earlier articles have discussed, then <i>how does day care influence young children?</i> This article underscores <i>the link between psychological research and public policy</i> , and discusses how different states around the United States are attempting to provide children with a "smart start."	
24. Fathers' Time, Paul Roberts, <i>Psychology Today</i> , May/June 1996.	146
Paul Roberts presents evidence about <i>fathers' roles in the family, their influence on children's emotional and intellectual development, and their distinct interaction styles</i> . Roberts also describes how <i>fathers have only recently received attention from researchers</i> , showing that they are no longer subservient in the parenting realm.	
25. First Born, Later Born, Geoffrey Cowley, <i>Newsweek</i> , October 7, 1996.	153
A radical new theory by Frank Sulloway claims that <i>one's birth order has a strong influence on whether one will become a rebel or will protect the status quo</i> . This article reviews Sulloway's provocative ideas, which help us understand <i>how family structure can shape our personalities and, ultimately, history</i> .	
26. How Children Learn to Resolve Conflicts in Families, Susan Crockenberg, <i>Zero to Three</i> , April 1992.	158
According to Susan Crockenberg, <i>children learn how to settle conflicts from early experiences in the home</i> . When faced with a child's behavior problem or conflict, parents can provide their young children with practice in <i>conflict negotiation skills</i> by using strategies that include <i>directives, explanations, and compromise</i> . Acquiring these skills early should have many long-term benefits.	
27. Why Spanking Takes the Spunk Out of Kids, Nick Gallo, <i>Child</i> , March/April 1989.	161
Spanking is a very common form of discipline, but is it effective? Perhaps more importantly, does it do short-term or lasting <i>psychological harm</i> ? Nick Gallo addresses these issues and offers <i>alternative techniques</i> to help people realize that <i>discipline</i> does not mean spanking, but it does mean instilling <i>self-control</i> in the child.	

UNIT 5



Cultural and Societal Influences

Ten selections examine how society and culture impact on the development of the child.

Overview

164

A. Social Issues

28. **School and Family in the Postmodern World**, David Elkind, *Phi Delta Kappan*, September 1995. 166
David Elkind describes how *schools and education have undergone, in the postmodern era, major changes due to broader changes in the family and society*. One such change is that schools now assume many parental functions.
29. **Buried Alive**, David Denby, *The New Yorker*, July 15, 1996. 172
In a thoughtful essay, David Denby argues that *today's youth are buried by "an avalanche of crud" from popular culture—television, films, toys, and video and computer games*. Denby offers many novel ideas about the impression this culture may leave on *children's character and on their views of reality*.
30. **Why Leave Children with Bad Parents?** Michele Ingrassia and John McCormick, *Newsweek*, April 25, 1994. 179
In 1993 alone there were one million confirmed cases of *child neglect and abuse in the United States*. Yet, in many states, the *child welfare system often strives to keep families intact rather than put children in the care of foster parents* (who came into greater demand in the late 1980s when crack use increased dramatically). The authors raise difficult issues about America's care for children who are at risk.
31. **Child Labor in Pakistan**, Jonathan Silvers, *The Atlantic Monthly*, February 1996. 183
The *exploitation of children as laborers* illustrates the *influence of economic and political factors on how children are viewed and treated* in a society. Jonathan Silvers describes how Pakistan's recent laws limiting child labor are generally ignored, leaving an estimated 11 million children toiling in that country's factories.
32. **Violence, Reel to Real**, John Leland, *Newsweek*, December 11, 1995. 194
John Leland looks at *the debate on violence in film and television and challenges the research conclusion that there is a clear causal relationship between televised violence and real-life aggression*. Leland *critiques many of the famous studies* on the topic and discusses the recent controversy over the V-chip.
33. **Get 'em While They're Young**, Karen Stabiner, *Los Angeles Times Magazine*, August 15, 1993. 197
Karen Stabiner describes how *advertisers set their sights on young children*, using sophisticated tactics to *shape their consumer habits and tastes to cultivate lifelong loyalty to their products*. Also discussed are *techniques that parents can use to protect children from the early onslaught of advertising* aimed at those too young to understand that commercials are designed to sell a product.

B. Special Challenges

34. **Victimization of Children**, David Finkelhor and Jennifer Dziuba-Leatherman, *American Psychologist*, March 1994. 202
This eye-opening article presents statistics showing that children are more prone to victimization than are adults. *Victimology of childhood* falls into three broad categories—*pandemic victimization* (e.g., assault by siblings, parents, peers), *acute victimization* (e.g., physical abuse), and *extraordinary victimization* (e.g., homicide). The authors call for more research and theory on childhood victimology, using a developmental perspective.
35. **Resilience in Development**, Emmy E. Werner, *Current Directions in Psychological Science*, June 1995. 213
Many of the studies that focused on children and youths who overcame great odds have been relatively short-term. Emily Werner discusses a study that analyzes *child resiliency and development over a period of 3 decades*.
36. **Young Children with Attention Deficits**, Steven Landau and Cecile McAninch, *Young Children*, May 1993. 217
Attention-deficit hyperactivity disorder (ADHD) is a frequently misunderstood, complex disorder. This review article *describes ADHD, its possible causes and treatments, and the effects of the disorder for children in the classroom setting*.
37. **A Boy without a Penis**, Christine Gorman, *Time*, March 24, 1997. 224
This is a remarkable account of an infant boy who, due to a freak accident at birth, later had a *sex-change operation* to become anatomically female. However, in childhood the child rebelled against "her" female qualities and role, and ultimately was changed back, via surgery, to a male. This brief article highlights some *basic nature versus nurture issues in gender development*.
- Index 225
Credits and Acknowledgments 227
Article Review Form 228
Article Rating Form 229

Topic Guide

This topic guide suggests how the selections in this book relate to topics of traditional concern to students and professionals involved with the study of infant and child development. It is useful for 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. In addition, **relevant Web sites**, which are annotated on the next two pages, are noted in **bold italics** under the topic articles.

TOPIC AREA	TREATED IN	TOPIC AREA	TREATED IN
Aggression/Violence	1. Politics of Biology 21. Children without Friends 27. Why Spanking Takes the Spunk Out of Kids 30. Why Leave Children with Bad Parents? 32. Violence, Reel to Real 34. Victimization of Children <i>(1, 3, 20, 21, 25, 28)</i>	Economic Issues/Poverty	13. Malnutrition, Poverty, and Intellectual Development 23. Day-Care Dilemma 30. Why Leave Children with Bad Parents? 31. Child Labor in Pakistan 36. Get 'em While They're Young <i>(2, 10, 15, 18)</i>
Birth and Birth Defects/Prenatal Development/Reproduction/Teratogens	2. Making Babies 3. Waiting Game 4. Fantastic Voyage of Tanner Roberts 5. Putting a New Spin on the Birth of Human Birth 37. Boy without a Penis <i>(4, 5, 6)</i>	Emotional Development	1. Politics of Biology 15. What Have We Learned about Developmentally Appropriate Practice? 18. Early Experience and Emotional Development 19. Moral Power of Good Stories 20. EQ Factor 21. Children without Friends 24. Fathers' Time 25. First Born, Later Born 26. How Children Learn to Resolve Conflicts in Families 27. Why Spanking Takes the Spunk Out of Kids 35. Resilience in Development <i>(13, 14, 15, 16, 17, 19)</i>
Brain and Physical Development	5. Putting a New Spin on the Birth of Human Birth 6. Fertile Minds 7. How to Build a Baby's Brain 13. Malnutrition, Poverty, and Intellectual Development 18. Early Experience and Emotional Development 36. Young Children with Attention Deficits <i>(7, 8, 9, 10, 11, 12)</i>	Family/Parenting	10. 10 Myths about Child Development 15. What Have We Learned about Developmentally Appropriate Practice? 19. Moral Power of Good Stories 23. Day-Care Dilemma 24. Fathers' Time 25. First Born, Later Born 26. How Children Learn to Resolve Conflicts in Families 27. Why Spanking Takes the Spunk Out of Kids 28. School and Family in the Postmodern World 29. Buried Alive 30. Why Leave Children with Bad Parents? 33. Get 'em While They're Young 34. Victimization of Children 35. Resilience in Development <i>(2, 3, 8, 10, 17, 18, 19, 20, 21, 23)</i>
Child Abuse	6. Fertile Minds 27. Why Spanking Takes the Spunk Out of Kids 30. Why Leave Children with Bad Parents? 34. Victimization of Children <i>(1, 3, 22, 25, 28)</i>	Gender Issues/Sexual Orientation	1. Politics of Biology 22. Girls and Boys Together... but Mostly Apart 37. Boy without a Penis <i>(8, 16, 17, 22, 23)</i>
Cognitive Development	7. How to Build a Baby's Brain 11. How Do Infants Learn about the Physical World? 12. Vygotsky's Theory 13. Malnutrition, Poverty, and Intellectual Development 14. What Should Children Learn? 15. What Have We Learned about Developmentally Appropriate Practice? 16. How Asian Teachers Polish Each Lesson 17. IQ Puzzle 36. Young Children with Attention Deficits <i>(7, 8, 9, 10, 11, 12)</i>	High Risk Infants/Children	13. Malnutrition, Poverty, and Intellectual Development 23. Day-Care Dilemma 30. Why Leave Children with Bad Parents? 31. Child Labor in Pakistan 34. Victimization of Children
Cross-Cultural Issues	16. How Asian Teachers Polish Each Lesson 31. Child Labor in Pakistan		
Discipline	10. 10 Myths about Child Development 19. Moral Power of Good Stories 26. How Children Learn to Resolve Conflicts in Families 27. Why Spanking Takes the Spunk Out of Kids <i>(2, 3, 17, 19, 20, 21)</i>		

TOPIC AREA	TREATED IN	TOPIC AREA	TREATED IN
High Risk Infants/Children (cont.)	35. Resilience in Development 36. Young Children with Attention Deficits (3, 6, 16, 19, 22, 23, 24, 25, 26, 27, 28)	Personality Development (cont.)	35. Resilience in Development 37. Boy without a Penis (1, 3, 4, 5, 6, 8, 10, 13, 14, 16)
Infant Development	6. Fertile Minds 7. How to Build a Baby's Brain 9. Starting Point 11. How Do Infants Learn about the Physical World? 18. Early Experience and Emotional Development (4, 5, 6, 7, 9, 10, 11, 15, 16)	Play	12. Vygotsky's Theory 21. Children without Friends 22. Girls and Boys Together . . . but Mostly Apart 29. Buried Alive (10, 11, 15)
Intelligence	6. Fertile Minds 7. How to Build a Baby's Brain 10. 10 Myths about Child Development 13. Malnutrition, Poverty, and Intellectual Development 17. IQ Puzzle 20. EQ Factor (7, 9, 11, 12, 14)	Preschoolers/Toddlers	8. Language Explosion 12. Vygotsky's Theory 15. What Have We Learned about Developmentally Appropriate Practice? 21. Children without Friends 22. Girls and Boys Together . . . but Mostly Apart 23. Day-Care Dilemma 26. How Children Learn to Resolve Conflicts in Families 27. Why Spanking Takes the Spunk Out of Kids 33. Get 'em While They're Young (6, 7, 8, 9, 10, 11, 12, 13, 15, 17, 18, 19)
Language Development/Communication	7. How to Build a Baby's Brain 8. Language Explosion 9. Starting Point (7, 8, 9, 10, 12)	Public Policy/Government and Development	1. Politics of Biology 23. Day-Care Dilemma 28. School and Family in the Postmodern World 30. Why Leave Children with Bad Parents? 31. Child Labor in Pakistan 32. Violence, Reel to Real (3, 6, 9, 10)
Learning/Literacy	6. Fertile Minds 7. How to Build a Baby's Brain 12. Vygotsky's Theory 14. What Should Children Learn? 15. What Have We Learned about Developmentally Appropriate Practice? 16. How Asian Teachers Polish Each Lesson 19. Moral Power of Good Stories 28. School and Family in the Postmodern World 36. Young Children with Attention Deficits (7, 9, 10, 12)	Schooling	12. Vygotsky's Theory 14. What Should Children Learn? 15. What Have We Learned about Developmentally Appropriate Practice? 16. How Asian Teachers Polish Each Lesson 22. Girls and Boys together . . . but Mostly Apart 23. Day-Care Dilemma 28. School and Family in the Postmodern World 36. Young Children with Attention Deficits
Nature/Nurture Issue	1. Politics of Biology 5. Putting a New Spin on the Birth of Human Birth 6. Fertile Minds 7. How to Build a Baby's Brain 8. Language Explosion 13. Malnutrition, Poverty, and Intellectual Development 18. Early Experience and Emotional Development 37. Boy without a Penis (4, 5, 6, 14, 16, 26)	Self-Esteem/Self-Control	20. EQ Factor 21. Children without Friends 27. Why Spanking Takes the Spunk Out of Kids (13, 17, 19, 20, 21)
Peers/Social Skills	20. EQ Factor 21. Children without Friends 22. Girls and Boys Together . . . but Mostly Apart 26. How Children Learn to Resolve Conflicts in Families (8, 12, 23, 25, 27)	Socialization	19. Moral Power of Good Stories 21. Children without Friends 22. Girls and Boys Together . . . but Mostly Apart 24. Fathers' Time 25. First Born, Later Born 26. How Children Learn to Resolve Conflicts in Families 32. Violence, Reel to Real 33. Get 'em While They're Young (11, 13, 16, 17, 22, 23)
Personality Development	19. Moral Power of Good Stories 20. EQ Factor 21. Children without Friends 24. Fathers' Time 25. First Born, Later Born 33. Get 'em While They're Young	Television/Media/Advertising	29. Buried Alive 32. Violence, Reel to Real 33. Get 'em While They're Young

Selected World Wide Web Sites for AE: Child Growth & Development

All of these Web sites are hot-linked through the *Annual Editions* home page:
<http://www.dushkin.com/annualeditions> (just click on a book). In addition, these sites are referenced by number and appear where relevant in the Topic Guide on the previous two pages.

Some Web sites are continually changing their structure and content, so the information listed may not always be available.

General Sources

1. American Academy of Pediatrics—<http://www.aap.org/>—This organization provides data for optimal physical, mental, and social health for all children.
2. CYFERNet—<http://www.cyfernet.mes.umn.edu:2400/>—The Children, Youth, and Families Education Research Network is sponsored by the Cooperative Extension Service and USDA's Cooperative State Research Education and Extension Service. This site provides practical research-based information in areas including health, child care, family strengths, science, and technology
3. National Institute of Child Health and Human Development—http://www.nih.gov/nichd/home2_home.html—The NICHD conducts and supports research on the reproductive, neurobiologic, developmental, and behavioral processes that determine and maintain the health of children, adults, families, and populations.

Conception to Birth

4. Babyworld—<http://www.babyworld.com>—Extensive information on caring for infants can be found at this site. There are also links to numerous other related sites.
5. Children's Nutrition Research Center (CNRC)—<http://www.bcm.tmc.edu/cnrc/>—CNRC, one of six USDA/ARS (Agricultural Research Service) facilities, is dedicated to defining the nutrient needs of healthy children, from conception through adolescence, and pregnant and nursing mothers. The *Nutrition and Your Child* newsletter is of general interest and can be accessed from this site.
6. Zero to Three: National Center for Infants, Toddlers, and Families—<http://www.zerotothree.org>—This national organization is dedicated solely to infants, toddlers, and their families. It is headed by recognized experts in the field and provides technical assistance to communities, states, and the federal government. The site provides information that the organization gathers and disseminates through its publications.

Cognition, Language, and Learning

7. Educational Resources Information Center (ERIC)—<http://www.ed.gov/pubs/pubdb.html>—This Web site is sponsored

by the U.S. Department of Education and will lead to numerous documents related to elementary and early childhood education, as well as other curriculum topics and issues.

8. I Am Your Child—<http://iamyourchild.org/>—Information regarding early childhood development is provided on this site. Resources for parents and caregivers are provided.
9. National Association for the Education of Young Children (NAEYC)—<http://www.naeyc.org/naeyc/>—The National Association for the Education of Young Children provides a useful link to the "parent information" site. A variety of formats, from which viewers are permitted to cut and paste information for newsletters or handouts, is available here. Indexes of the organization's journal *Young Children* with brief abstracts of the articles are provided.
10. Results of NICHD Study of Early Child Care—<http://www.nih.gov/nichd/html/news/rel4top.htm>—This study indicates that the quality of child care for very young children does matter for their cognitive development and their use of language. Quality child care also leads to better mother-child interaction, the study found.
11. Vandergrift's Children's Literature Page—<http://www.scils.rutgers.edu/special/kay/childlit.html>—This site provides information about children's literature and links to a variety of resources related to literacy for children.
12. What Is Project Zero?—<http://pzweb.harvard.edu/Left/PZInfo/GenPZ/GenPZtxt/History.htm>—Harvard Project Zero, a research group at the Harvard Graduate School of Education, has investigated the development of learning processes in children and adults for 30 years. Today, Project Zero is building on this research to help create communities of reflective, independent learners; to enhance deep understanding within disciplines; and to promote critical and creative thinking. Project Zero's mission is to understand and enhance learning, thinking, and creativity in the arts and other disciplines for individuals and institutions.

Social and Emotional Development

13. Help Children Work with Feelings—<http://www.aha4kids.com/index.html>—New multimedia materials that deal with emotional intelligence are available at this Web site.
14. Max Planck Institute for Psychological Research—http://www.mpipf-muenchen.mpg.de/BCD/bcd_e.htm—Several behavioral and cognitive development research projects are available on this site.
15. National Child Care Information Center (NCCIC)—<http://www.ericps.ed.uiuc.edu/nccic/nccichome.html>—Information about a variety of topics related to child care and development is available on this site. Links to the *Child Care Bulletin*

tin, which can be read online, and to the ERIC database of online and library-based resources are available.

16. Serendip—<http://serendip.brynmawr.edu/serendip/>—Organized into five subject areas (brain and behavior, complex systems, genes and behavior, science and culture, and science education), Serendip contains interactive exhibits, articles, links to other resources, and a forum area for comments and discussion.

Parenting and Family Issues

17. Facts for Families—<http://www.aacap.org/web/aacap/factsFam/>—The American Academy of Child and Adolescent Psychiatry here provides concise, up-to-date information on issues that affect teenagers and their families. Fifty-six fact sheets include issues concerning teenagers, such as coping with life, sad feelings, inability to sleep, getting involved with drugs, or not getting along with family and friends.
18. Families and Work Institute—<http://www.familiesandworkinst.org/>—Resources from The Families and Work Institute, which conducts policy research on issues related to the changing workforce and operates a national clearinghouse on work and family life, are provided.
19. The National Parent Information Network (NPIN)—<http://ericps.ed.uiuc.edu/npin/>—The National Parent Information Network contains resources related to many of the controversial issues faced by parents raising children in contemporary society. In addition to articles and resources, discussion groups are also available.
20. Single Parent Resource—<http://www.parentsplace.com/readroom/spn/articles.html>—The Single Parent Resource focuses on issues concerning single parents and their children. Although the articles range from parenting children from infancy through adolescence, most of the articles deal with middle childhood.
21. Stepfamily Association of America—<http://www.stepfam.org/>—This Web site is dedicated to educating and supporting stepfamilies and to create a positive family image.

Cultural and Societal Influences

22. American Association for Child and Adolescent Psychiatry—<http://www.aacap.org/factsfam/index.htm>—This site is designed to aid in the understanding and treatment of the developmental, behavioral, and mental disorders that could affect children and adolescents. There is a specific link just for families about common childhood problems that may or may not require professional intervention. Information is also available in Spanish and French.
23. Ask NOAH About: Mental Health—<http://www.noah.cuny.edu/illness/mentalhealth/mental.html>—This enormous resource contains information about child and adolescent family problems, mental conditions and disorders, suicide prevention, and much more, all organized in a “clickable” outline form.
24. Association to Benefit Children (ABC)—<http://www.a-b-c.org/>—ABC presents a network of programs that includes child advocacy, education for disabled children, care for HIV-positive children, employment, housing, foster care, and day care.
25. Children Now—<http://www.childrennow.org/>—Children Now focuses on improving conditions for children who are poor or at risk. Articles include information on education, influence of media, health, and security.
26. Council for Exceptional Children—<http://www.cec.sped.org/>—This is the home page for the Council for Exceptional Children, a large professional organization that is dedicated to improving education for children with exceptionalities, students with disabilities, and/or the gifted child. It leads to the ERIC Clearinghouse on disabilities and gifted education and the National Clearinghouse for Professions in Special Education.
27. National Black Child Development Institute—<http://www.nbcdi.org/>—Resources for improving the quality of life for African American children through public education programs are provided.
28. National Committee to Prevent Child Abuse (NCPCA)—<http://www.childabuse.org/>—Dedicated to their child abuse prevention efforts, the NCPCA provides statistics, parenting tips, chapter data, and other resources at this site.

We highly recommend that you review our Web site for expanded information and our other product lines. We are continually updating and adding links to our Web site in order to offer you the most usable and useful information that will support and expand the value of your Annual Editions. You can reach us at: <http://www.dushkin.com/annualeditions/>.

Conception to Birth

Prenatal Development (Articles 1-3)

Birth and Babies (Articles 4-5)

Our understanding of conception and prenatal development is not what it used to be. We are now witness to dramatic changes in reproductive technology. Advances in this new “prenatal science” include fertility treatments for couples who have difficulty conceiving and a host of prenatal diagnostic tests, such as amniocentesis and alpha-fetoprotein testing, which assess the well-being of the fetus as well as detect genetic or chromosomal problems. These technological developments are discussed in the articles “Making Babies” and “Waiting Game.”

Perhaps the oldest debate in the study of human development is the “nature versus nurture” question. Scientists have moved beyond thinking of development as due to either genetics or environment, now recognizing that nature *and* nurture interact to shape us. Each human is a biological organism, and each is surrounded, from the moment of conception, by environmental forces. According to “Politics of Biology,” recent research highlights the contributions of genes and experience in influencing mental illness, violence, sexual orientation, and alcoholism. This selection is especially valuable because it helps the reader appreciate that findings from the nature/nurture debate both contribute to and reflect the trends of broader societal values and may in turn have ethical, political, legal, and societal consequences.

Students of child development should realize that the classic nature/nurture controversy applies as much to prenatal development as to other stages of childhood. While prenatal development is largely the result of the unfolding of an individual’s genetic blueprint, the fetus is also in an environment within the mother’s womb. Hence, the fetus is vulnerable to teratogens, hazards from the environment that interfere with normal prenatal development. One potential teratogen is alcohol. Thousands of babies are born every year with fetal alcohol syndrome, a constellation of permanent physical, behavioral, and neurological defects that result from the mother’s heavy alcohol use during pregnancy. We are learning more about potential harm to the developing fetus due to increasing rates of maternal use of illegal drugs. As a consequence, pregnant women are being held to more stringent legal standards, culminating in legal battles that pit the rights of pregnant women against the rights of their fetuses.

Our notions of childbirth have themselves evolved throughout history. Although in earlier decades many

women gave birth to their babies at home or in comfortable, natural settings, the vast majority of births in Western societies now occur in hospitals. Some critics claim that childbirth is seen by the medical community not as a natural life event but as a disease; women are often treated during childbirth as passive, immobilized patients, and they are subjected to many specialized tools and surgical techniques. Also, more than one in five births in the United States is now by cesarean section, making it one of the most common surgical procedures in this country. A personal account of the birth of one baby is given in “The Fantastic Voyage of Tanner Roberts,” which details, in a contraction-by-contraction analysis, the emotional and technical aspects of childbirth.

In a related theme, “Putting a New Spin on the Birth of Human Birth” provides readers with an anthropological perspective on the possible evolutionary significance of human birth and its relation to neonate head size and development.

Looking Ahead: Challenge Questions

Where do you stand on the nature/nurture issue? Does it comfort you—or unsettle you—to know that the genes you inherited influence your mental health or sexual orientation and so on? Given the information in the article “Politics of Biology,” how would you respond to someone who claimed that a person’s mental health or sexual orientation is “determined” by their genes?

In light of the vast array of prenatal diagnostics and medical procedures now used, does technology play too great a role in determining who can have children? Defend your answer.

How would you balance the personal wish for a child and the expense and ethical complications of available reproductive technology? Assuming that new procedures continue to be developed, what options might be available to parents in the future?

Labor and delivery represents a momentous occasion for everyone concerned—mother, father, and newborn. Given that women have been giving birth for centuries, do you think the medical community or the public’s view of birthing has changed over the years? What suggestions would you have to make the experience of birthing easier?