

20 Studies That Revolutionized Child Psychology.

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I do not know if I am the only one who does this, but when I think about child psychology, I simply cannot help but *think* in terms of scientific references. Every time I read a new scientific article in the field, I process it *with respect* to certain other seminal pieces in the literature. In fact, I scour reference sections to see if certain other pieces have been cited. And if not, I want to know why not?

As a service to the Society I undertook the task of determining the Most Revolutionary Studies in Child Psychology. I sought the opinions of more than 1,500 randomly selected, doctoral-level members of the Society about which studies, published since 1950, deserve the title "Most Revolutionary" (See *Developments*, 44(1), Winter 2001, for the survey questions.) Here for the first time, I am making this list available.

The 20 Most Revolutionary Studies

1. **Piaget, J. (1952).** *The origins of intelligence in children*. New York: International Universities Press.
2. **Vygotsky, L. S. (1978).** *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
3. **Bowlby, J. (1969).** *Attachment and loss, Vol. I*. New York: Basic Books.
4. **Ainsworth, M. D. S., Blehar, M. C., Waters, E., & Wall, S. (1978).** *Patterns of attachment*. Hillsdale, NJ: Erlbaum.
5. **Chomsky, N. (1957).** *Syntactic structures*. The Hague: Mouton.
6. **Thomas, A., Chess, S., & Birch, H.G. (1968).** *Temperament and behavior disorders in childhood*. New York: New York University Press.
7. **Bronfenbrenner, U. (1977).** Toward an experimental ecology of human development. *American Psychologist*, 32, 513-531.
8. **Harlow, H., & Harlow, M. (1965).** The affectional systems. In A. Schrier, H. Harlow, & F. Stollnitz (Eds.), *Behavior of non-human primates*. New York: Academic Press.
9. **Bandura, A., Ross, D., & Ross, S. (1961).** Transmission of aggression through imitation of aggressive models. *Journal of Abnormal and Social Psychology*, 63, 375-382.
10. **Gilligan, C. (1982).** *In a different voice: Psychological theory and women's development*. Cambridge, MA: Harvard University Press.
11. **Bell, R. Q. (1968).** A reinterpretation of the direction of effect in studies of socialization. *Psychological Review*, 75, 81-95.
12. **Sameroff, A. J., & Chandler, M. J. (1975).** Reproductive risk and the continuum of caretaker causality. In F. D. Horowitz (Ed.), *Review of child development research (Vol. 4)*. Chicago: University of Chicago Press.
13. **Hubel, D. H., & Wiesel, T. N. (1965).** Receptive fields of cells in striate cortex of very young, visually inexperienced kittens. *Journal of Neurophysiology*, 26, 944-1002.
14. **Anastasi, A. (1958).** Heredity, environment, and the question "How?" *Psychological Review*, 89, 976 - 984.
15. **Baillageon, R. (1987).** Object permanence in 3.5- and 4.5-month-old infants. *Developmental Psychology*, 23, 655-664.
16. **Baumrind, D. (1971).** Current patterns of parental authority. *Developmental Psychology Monographs*, 4 (1, part 2).
17. **Werner, E. E., & Smith, R. S. (2001).** *Journeys from childhood to midlife: Risk, resiliency, and recovery*. Ithaca, NY: Cornell University Press.
18. **Brown, R. (1973).** *A first language: The early stages*. Cambridge, MA: Harvard University Press.
19. **Fantz, R. L. (1961).** The origin of form perception. *Scientific American*, 204, 66-72.
20. **Premack, D., & Woodruff, G. (1978).** Does the chimpanzee have a theory of mind? *The Behavioral and Brain Sciences*, 1, 515-526.