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Developmental studies in post-Mandela South Africa

Introduction

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Though this is a commonplace observation, and though some current realities may mildly temper the view (Lewis, 1999), South Africa's social and political transformation over the past decade shines forth as one of the 20th century's (few) secular miracles. And though it has its dubious dimensions, the degree of interest in the country shown by outside scholars and researchers since Nelson Mandela's release from prison, and since South Africa's first democratic elections in 1994, is understandable. Such interest on the part of international developmental scientists will only, and appropriately, be heightened by this collection of pieces, since, even in brief compass, they present a picture of current research and thought that reflects a number of themes central to "international" developmental studies at the turn of the century (and, yes, millennium).

- ❖ The need to engage in systematic, analytic and realistic ways to tackle serious social issues — be it adolescent drug use, early child care, violence, or the role of the young in the struggle against apartheid.
- ❖ The challenge of fostering sufficient human and social science capital, across the generations, for such engagement.
- ❖ The potentially synergistic intersection of such social issues with intellectual and theoretical concerns and questions.
- ❖ The recognition that penetrating developmental studies need to be inherently inter-disciplinary (or, at least, multi-disciplinary) in character.
- ❖ The understanding that human development is always deeply embedded in social and cultural contexts (Kessel et al., 1995).
- ❖ The recognition that our notions of "development", and of "developmental studies" themselves, are cultural constructions (Kessen, 1983), and that there is a critical history to such studies and their allied disciplines (Bronfenbrenner et al., 1986; Danziger, 1990, 1997¹).
- ❖ Especially at this moment of inextricable intersection between the global and the local (or, better, locals), the need for reflection on the internationalization of the social sciences (Appadurai, 1997; Baltes, 1998) and the social and political locus of "developmental" knowledge.

Though engagement with such themes is not entirely new in South Africa (Burman & Reynolds, 1986; Kessel, 1974), the authors of these brief essays present, and represent, an admirably new level of thought and commitment as public intellectuals. May they and their colleagues, in South Africa

and elsewhere on the continent, be given the time and space — *and* resources — to continue to contribute to the greater social good in the post-Mandela era!

(Lists of references can be obtained from the author.)

Developmental Psychology in South Africa: Challenges of Present and Future

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Currently children under 19 years constitute 44% of the total South African population of 40 million. Six out of ten children live in poverty (Biersteker & Robinson, in press). The majority live in conditions that severely compromise their development. Under Nelson Mandela's presidency, policies have been put in place that attempt to address the needs of these vulnerable children. The U.N. Convention on the Rights of the Child has been ratified and a National Programme of Action (NPA) has been developed to monitor improvements in conditions for children. As part of the South African Constitution's social and health rights, medical care to pregnant women and children under seven is now free. These provisions are designed to improve the health of all young children. State-supported school feeding programmes (previously denied to blacks), have been introduced in an effort to combat malnutrition, which is known to impact negatively on cognitive development (Richter et al., in press; see also article by Karen Olness in ISSBD-Newsletter No. 30,

¹A perhaps-minor, personal-cum-historical note — When I was privileged to receive an enormously rich undergraduate and early-graduate education at the University of Cape Town in the early-mid-1960s, Kurt Danziger was the Professor of Psychology. From him we learned about Piaget, phenomenological psychology, and much else besides. Partly because that included lectures on the impact of solitary confinement and the propaganda role of mass communications, he was forced to leave the country in 1965 on an "exit visa", i.e., with no choice of returning. But wrongs are sometimes righted by time and providential circumstances. . . Not only did Kurt Danziger's critical writing on the socio-political origins of contemporary psychology's problematics and "basic" language earn him a stellar international reputation, but also, like some others, he returned on a visit to the New South Africa some 30 years after leaving. And now, as Professor Emeritus at York University in Canada, he spends several months each year as a visiting scholar in his, and our, old department. . . where scholars such as Andy Dawes had kept the flame of free and engaged inquiry alive during far darker days.



1996/II). Child labour is now illegal, promising that more rural children will attend school for longer. Physical punishment has been banished from schools and juvenile courts (much to the dismay of many). These steps aim to reduce the exposure of children and adolescents to institutional violence. In addition, millions have been provided with clean water and sanitation, electricity and housing for the first time. While such public health measures do not appear to be significant developmental psychological interventions at first glance, they are. Improvements in children's living conditions contribute to improved health and better overall developmental environments.

Issues and priorities

What, then, are the issues faced by developmental psychologists and others concerned with the well-being of children and youth in the post-Mandela era? The basic fact is that an enormous amount remains to be done, and few to meet the challenge. The South African psychological profession has a small body of active researchers in child and adolescent development, probably not more than 20 people. The vast majority of psychologists enter applied fields, mainly as clinicians. One of the reasons for this imbalance is that job opportunities in academia and research institutions for psychologists are very limited. There are also no graduate school programmes dedicated to research training in developmental psychology per se.

The research capacity in South Africa for developmental psychologists is thus too small to focus much on fundamental research. Against this background, I suggest that there are several major needs for developmentalists to address (some similar to those formulated by Liddell and Kvalsvig a decade ago, 1990). A major overall priority is applied, culturally-sensitive investigations that can inform effective interventions designed to improve children's life chances. Beyond that, the following are some areas for our future efforts:

- ❖ *Policy development:* Developmentalists have the capacity to influence social policies that reduce risks to healthy development (Huston, 1994; Zimmerman & Arunkumar, 1994; McLoyd, 1998). At a time when the policy agenda in South Africa is still relatively flexible, there are windows of opportunity to insert developmental psychological arguments into social and educational policy planning for children and adolescents (Louw, Donald, & Dawes, in press).
- ❖ *Education:* Most schools in the country are not positive developmental spaces. High pupil-teacher ratios encourage rote learning and authoritarian classroom environments (Donald, Lazarus & Holwana, 1997; Liddell, Lycett & Rae, 1997). Poor teacher training compounds the situation, as does low organisational capacity. Since teachers mediate the child's experience of schooling and the curriculum, their skill development and overall school capacity development are priorities. Recognising that the situation will not change in the foreseeable future, developmental and educational psychologists could play a useful role by contributing to our understanding of schools that work well and have good pupil outcomes, *despite* their straitened circumstances.

- ❖ *Democratisation:* Racism and intolerance remain pervasive features of the society and are threats to the new democracy. Research among adolescents shows that racism has increased since 1992 (Dawes & Finchilescu, 1999). Systematic study of the sources and developmental processes associated with racism may guide the development of effective programmes to promote tolerance.
- ❖ *Understanding resilience:* Poverty will remain a fact of life for the majority of South Africans. Developmental psychologists may assist in the identification of resilience building aspects of South African communities, and thereby contribute to risk reduction for the young. Such work can point to appropriate sites for interventions designed to improve psychological development in particular domains.
- ❖ *HIV/AIDS:* The HIV/AIDS epidemic is a major threat to the future of the nation. South Africa has a rapidly growing infection rate, and an increasing number of AIDS orphans (Children's Rights Trust, 1999). While this is clearly a complex matter, psychologists can contribute to the development of informed and effective HIV/AIDS prevention programmes among youth who are most at risk (Campbell & Williams, 1998).
- ❖ *Violence prevention:* If there is any one problem other than the economy and HIV infection that bedevils South Africa, it is violent crime. South Africa has the highest rates of rape, murder and violent assault in the world (South African Institute of Race Relations, 1999). Developmental psychologists can assist in unravelling the impact of violence, the identification of vulnerable populations, and in the development of preventive interventions.

This list of priorities for the future could be extended many times over. Clearly, the low proportion of professionals in relation to the scale of the problems constitutes a key challenge. However, South Africans face an additional and more subtle issue. This is the nature of developmental psychology itself, and its capacity to understand and engage the diversity of indigenous psychologies that exist in the region (Dawes & Cairns, 1998).

The culture of (developmental) psychology

Southern Africa contains a rich mix of modern and modernising communities. Many do not share the images of childhood and the mentality that underpin our discipline. Psychological knowledge is a cultural product of the late modern period, as are the human rights ideologies that have produced interventions to promote children's welfare. (Ingelby, 1995; Kessen, 1983; Stephens, 1995). In this view optimal development is understood as encompassing increasing individuality and emotional independence, school-related cognitive competence, and a social orientation that encompasses a respect for individual rights and responsibilities — in essence, a modern Western liberal subjectivity. This ideology, expressed in and coupled to developmental science, is becoming increasingly globalised and exported to developing regions (Boyden, 1990). A particular influence has been the Convention on the Rights of the Child. Another is the globalisation of mainstream North American psychology through the spread of western psychological training to the academies of the developing

world. Given such forces, the question is what space there is, and will be, for the flourishing of different 'local' understandings.

Despite the dilemmas presented by the globalisation of Western 'child-rights-culture' and its links to Western psychology, one positive effect has been the strengthening of efforts to protect children in difficult circumstances. As modern psychological discourses of children's needs are taken for granted, it is easier for child activists to influence policy makers in the developing world to address the needs of children in difficult circumstances. It also increases opportunities for developmental psychologists and related specialists to become involved in these initiatives.

That said, those working in the modernising cultural contexts of southern Africa need to remain cautious when drawing directly from modern developmental ideology. While many aspects of that perspective may well have universal applicability, it is necessary to understand local cultural knowledge about matters pertaining to children, especially if we are to develop local solutions for the problems facing children in a region such as southern Africa. The capacity of the individual child to cope with difficult circumstances is not a function of a psychological capacity that grows up independently of any particular cultural learning context; rather, the two are deeply intertwined (Cole, 1996; Shweder et al., 1998). And what is regarded as optimal development, what are seen as children's rights, a normal family, or an appropriate psychological intervention, are all debatable. The existence of different cultural discourses should prompt developmental psychologists to listen to these voices.

To conclude — as we move into the post-Mandela era in South Africa, setting priorities for research and intervention will be essential. Perhaps we need to construct a national agenda of key research areas and projects such as those I have outlined above. Whatever the priorities, an understanding of the indigenous psychologies of the modern city, the ghetto and the modernising countryside (and their blending) will be essential, as will a recognition that modern psychology is but one voice in the chorus.

(Lists of references can be obtained from the author.)

Adolescent Drug Use Research in South Africa: Special Issues and Special Challenges

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This paper provides a glimpse into the kind of research that has been conducted on alcohol and other drug use among adolescents in South Africa in recent years. It describes some

findings of those studies, and specifies certain challenges that researchers face in their pursuit of knowledge and understanding of adolescents' drug use.

Current research

Broadly, there have been two main foci of research in the area of alcohol and other drug use among adolescents in South Africa: (a) more descriptive epidemiological research that has sought primarily to determine rates of use of various drugs; and (b) more 'explanatory' theory-guided research that has been concerned with understanding and explaining the behaviour. Among the more extensive of the former group of studies: a nation-wide community-based epidemiological study of African youth conducted by the Human Sciences Research Council in 1994 (Rocha-Silva, de Miranda, & Erasmus, 1996), and some surveys conducted by University of Cape Town researchers of representative samples of high school students in Cape Town in 1990 (Flisher et al., 1993) and 1997 (Flisher et al., 1998), and more recently in Durban³. Despite some limitations, these studies have been informative regarding the extent of drug use in some areas. They indicate, for example, that alcohol, tobacco and marijuana are among the main drugs misused by adolescents in South Africa (Flisher et al., 1993; Rocha-Silva, de Miranda, & Erasmus, 1996), and that the rates of binge drinking and marijuana use by high school students are increasing (Flisher et al., 1998). A number of other studies are underway (e.g. among rural youth) or being planned (e.g. a nation-wide study of risk behaviours). However, to be of the greatest use, such research efforts need better coordination (to avoid duplication), and sustainability (to yield up-to-date prevalence data on a regular basis).

Both qualitative (e.g., Peltzer & Phaswana, 1999; Ziervogel et al., 1997; 1998) and quantitative (Morojele et al., 1998; Peltzer & Phaswana, 1999; Plüdderman & Theron, 1999; Visser & Moleko, 1999) approaches have been employed in studies seeking to *explain* adolescents' alcohol and other drug use. The qualitative studies typically involve focus-group discussions with adolescent users and non-users of alcohol or other drugs. The quantitatively-oriented studies tend to employ questionnaires to elicit adolescents' knowledge, attitudes and practices in relation to alcohol and other drugs, and their use. Most of these research (school-based) studies consistently reveal strong associations between alcohol and/or other drug use and such variables as peer pressure, peer involvement in drugs, and positive attitudes towards alcohol and other drugs.

In recent years, more focused understanding has been sought through theory-based studies. For example, high school students' binge drinking (e.g. Morojele et al., 1998; Ziervogel et al., 1997, 1998) has been viewed in terms of the Theory of Planned Behaviour (Ajzen, 1988, 1991). In another example, the Social Development Model (Catalano & Hawkins, 1996; Catalano et al., 1996) is being employed to predict a range of risk behaviours among high school students in Cape Town and Durban (Flisher, 1998). A third study has examined the relationship between alcohol use

²This paper was completed while Neo Morojele was a Fellow of the U.S. National Institute of Drug Abuse's INVEST programme based at Mount Sinai School of Medicine in New York. Its contents are solely the responsibility of the author and do not necessarily represent the official views of the National Institute on Drug Abuse, National Institutes of Health.

³This work was initially done in collaboration with researchers from the Medical Research Council and recently with the Universities of Durban-Westville and Port Elizabeth.



among young people, self-consciousness and parent-adolescent communication (Plüdderman & Theron, 1999). And now, with colleagues in the Department of Community and Preventive Medicine at Mount Sinai School of Medicine (New York), researchers from the Medical Research Council (in South Africa) are using a family interactional perspective (Brook et al., 1990) in their design of a community-based study of risk and protective factors for adolescent drug use and HIV risk behaviours.

Future challenges

The scope of research regarding adolescent drug use in South Africa has thus been increasing in recent years. However, as researchers, we face some interesting challenges. Four are particularly worth noting. First, in order to address many of the emerging research questions, we need to expand the *range of research approaches and designs* we employ. There is a need for thoughtful use of both qualitative and quantitative approaches; of longitudinal and cross-sectional designs; and of experimental, quasi-experimental and other designs; the latter types of design are particularly useful in studies of the effectiveness of intervention programmes, but have not been employed thus far in the alcohol and other drug-use field in South Africa. Undoubtedly, and in light of our rich multicultural context, whichever approach is adopted should be culturally meaningful and applicable.⁴

Second, researchers should recognise the *range of adolescent sub-groups*, each with possibly unique patterns of use of alcohol and other drugs. For example, with a few exceptions (e.g. Peltzer & Phaswana, 1999; Rocha-Silva, de Miranda, & Erasmus, 1996), rural youth have been neglected by researchers, and also by prevention programmes in some regions (Morojele et al., 1999). They do use alcohol and other drugs (Peltzer & Phaswana, 1999; Rocha-Silva, de Miranda, & Erasmus, 1996), and their environments differ somewhat from those of urban youth (for example, in terms of availability of alcohol and other drugs, and the types of drug-related problems experienced). As another example, although female adolescents are consistently less involved in alcohol and other drugs than their male counterparts (Flisher et al., 1993; Rocha-Silva, de Miranda, & Erasmus, 1996), they constitute a group for which the consequences of drug use may be more dire. For example, adolescent females are particularly affected by sexual risk behaviours (Meyer-Weitz et al., 1998), which are themselves strongly related to alcohol and other drug use (Flisher et al., 1996). Our research thus also needs to focus more on females' particular needs.⁵

A third challenge arises from the need for more *clarity on the role of the researcher* in the realm of research application. For example, a rigid researcher/'preventionist' distinction — while often made — might not be desirable. In addition to monitoring and evaluating interventions, researchers' potential responsibilities may include the design and execution of both prevention-relevant research, and actual prevention

programmes. However, unless they are familiar with and engage the participation of communities for which interventions are intended, researchers can fall into the trap of seeking to implement initiatives with little real-world relevance. Interventionists are similarly advised to be prepared to monitor and evaluate their efforts meaningfully. Similarly, in the policy arena, a clear-cut researcher/policy-maker distinction may not always be productive. In fact, researchers in South Africa have recently been actively involved in informing policy related to drug issues, and have contributed to drafting sections of the country's National Drug Master Plan. With that in mind, one aspect of our training of researchers in this field could involve consideration of how to constructively reconcile these various roles.

Finally, there is currently *less than optimal capacity* in the country to conduct much-needed research concerning alcohol and other drug-related issues among young people. Innovation in developing the research capacity of more individuals is called for, particularly in previously disadvantaged and under-resourced institutions for higher learning. Moreover, the curricula of social science, and medical degree courses (among others), should more strongly emphasise and thus stimulate interest in these issues. We should also continue to encourage internships for researchers involved in drug use research (as has been done in the Mental Health and Substance Abuse Division of the Medical Research Council), along with research projects involving collaboration between under-resourced and formerly more advantaged institutions.

In summary, the past decade, and the post-apartheid era in particular, has seen more relevant research on drug use and adolescence in South Africa than previously. Novel approaches are being developed and researchers from various fields are becoming involved in studying drug use among the country's youth; more groups are being included as the participants of research, and new findings are emerging. Our basic challenge as researchers is to build upon existing insights, recognise the multi-faceted nature of drug use, extend the foci of our research, and work towards the goal of informing the development of effective, culturally-sensitive prevention and treatment interventions for our young people.

(Lists of references can be obtained from the author.)

Growing Up in the New South Africa, "Birth to Ten": A Prospective Longitudinal Study

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"Birth to Ten" (BTT) is a prospective longitudinal study of 3,275 children who were born in Soweto-Johannesburg

⁴Indeed, any attempt to understand the behavioural aspects of alcohol and other drug use would do well to take into account its cultural context, and its cultural significance. This has seldom been done systematically and subtly in adolescent drug use research in South Africa and can be regarded as another major challenge to future researchers.

⁵Street children and adolescents, and adolescents with drug dependence problems, are two other sub-groups warranting specific research attention.

during a 7-week period in early 1990. Sometimes called *Mandela's children*, this cohort was born during 7 weeks following Nelson Mandela's release from prison in February 1990. The study was set up in 1989, primarily with funding from the Medical Research Council, in response to indications of impact from demographic and health transitions on children in urban areas of South Africa. More than 20 scientists, across the spectrum of the medical and social sciences, collaborated to develop a multidisciplinary study to track children from their mothers' third trimester of pregnancy until they turned 10 years old (Fonn et al., 1991; Yach et al., 1990; Yach et al., 1991). At the time, infant and under-five mortality rates of children living in Soweto, the largest Black metropolitan area in the country, were showing signs of closing the gap with those of White⁶ children; around 27 per 1,000 in 1985 (Yach et al., 1991). The incidence of infectious disease and protein-calorie malnutrition had also begun to decrease. At the same time, signs of "first world" problems of children and families started to be identified and were reported to be increasing. These included HIV and associated tuberculosis; respiratory disorders common in polluted areas; child neglect, abuse and abandonment; childhood injury, including poisoning, gun shot wounds, drowning, and motor vehicle accidents; problems for working women of finding high quality and affordable childcare; parental and teacher reports of aggressive behaviour and learning problems, and so on. This transition is seen in various stages all over the developing world. Its worst impact occurs amongst urban children in sprawling informal settlements around major metropolitan areas. Here children are caught at the intersect between so-called Third and First World conditions. Their health remains at risk from infections and malnutrition and, at the same time, they begin to suffer from the ill-effects of a wide range of psycho-social afflictions. In these situations, the potential benefits of urbanisation in terms of access to employment, education and health care are compromised by social disarray and the inability of local and national governments to provide even the most basic services to mushrooming informal settlements around major cities.

As social scientists (a psychologist and an anthropologist), our interests are focused on describing the life conditions and experiences of the people in the study, and on the role of personal and social antecedents and outcomes of a variety of psychological phenomena, including low birth weight, maternal depression, infant temperament, early school failure, behavioural problems and so on. We work closely with nutritionists, epidemiologists, demographers, paediatricians and others on topics as varied as coronary risk indicators in 5-year-olds, changing household composition, indigenous forms of healthcare, and bone density precursors in childhood of osteoporosis. However, soon after its inception, it became clear to us that a project of this kind was bursting with interesting social and psychological issues and we have ventured down many interesting paths trying to document them.

How do people come to have a particular public identity?

For example, how do people come to have a particular public identity? This question arose in a variety of ways. The social denigration of Black people and the way in which their languages were marginalised is revealed in official records of people's identity. For example, we discovered that the child of a woman whose surname was *Tjale*, was registered as *Charlie*. This, presumably, was the interpretation given by an official, who did not understand Ms Tjale's language, to the pronunciation of the mother and child's surname. This, together with the existence of two orthographies for the Black languages in South Africa, one colonial and the other post-colonial, made the initial construction of a name-based dataset exceedingly more complicated than could ever be imagined in the contemporary United States (Anderson & Richter, 1994). Our experience with routinely collected data has, however, resulted in several policy recommendations outlining how the quality of health service data might be improved (Ellison, et al., 1997c). Assigning people to population groups was also difficult because the study occurred during the period when self-identification in terms of ethnicity began to replace enforced government categorisation. Children who were recorded as being in one population group at birth, as stated in their mother's identity book, changed categories 2 or 3 years down the line when group membership became something that people decided for themselves.

Whether or not to call people Black, White, Coloured or Indian, and what explanatory power these subdivisions have in analyses of health and child development data in South Africa is a debate that arose primarily in BTT, and has been waged in both local and international publications. We have argued that these population group categories, politically created and then applied uncritically as the major stratification variable in studies, contribute little to our understanding of health determinants, and function rather to perpetuate racism based on what are often spurious biological differences (Ellison & de Wet, 1997; Ellison, de Wet, IJsselmuiden & Richter, 1996; 1997a, b). The exception to this claim is when the categorisation is used to investigate discrimination and the effects of inequalities on health. For example, in an analysis of Caesarean section rates among Birth to Ten children (approximately 12% of all deliveries), we found that 9% of Black women birthing in public health facilities had a Caesarean delivery. On the other hand, White women delivering in private health facilities had the highest Caesarean section rate (35%) reported — higher even than Brazil, where Caesarean sections are reported to have reached epidemic proportions.

Some of the psychological and anthropological studies analysed to date concern the effects of household composition on women and children, characteristics of early child care, antecedents and features of behaviour problems in early childhood, the impact of violence on young children's development, and children's self-reports about household smoking and their own experimentation with cigarettes.⁷ A sampling of findings from these studies follows.

⁶All terminology related to so-called 'race' categorisation refers to the *apartheid* system of population group classification in South Africa. It is used here for no other reason than its familiarity, both in the country and beyond, as a group descriptor.

⁷On many of these projects we have worked closely with Oscar Barbarin from the University of Michigan, Ann Arbor.



- ❖ The age of women who gave birth to BTT children ranged from 14 to 48 years, with a mean of 26. Nearly 14% of all children were born to women 19 years and younger.
- ❖ Parity ranged from 0 to 12, with a mean of 2.4.
- ❖ More than half of all the women were working at the time of their BTT pregnancy, but fewer than a fifth of these women were covered by medical insurance or were granted maternity leave.
- ❖ About 15% of BTT mothers were still at school when they fell pregnant, and fewer than half of these women have managed, in the 10 years of follow-up contact we have had with them, to return to school to further or complete their education. Nearly two thirds of all women in the cohort had received 10 years or less of formal education, and the majority of working women were employed in domestic service.
- ❖ About two thirds of women were neither legally nor traditionally married, although more than half of them lived with a male partner.
- ❖ The average household consisted of 6 people with a range from 2 to 26, most with two children under the age of 5 years.
- ❖ Breastfeeding of babies is near universal at birth, especially among African women, and 75% and 57% of women were still breastfeeding their children at 6 months and 1 year of age, respectively.
- ❖ Daily life is stressful for the families living in South Africa's urban areas, where unemployment and crime rates are very high — during the previous 6 months (that is, at the start of their pregnancy), 7% of BTT mothers reported that either they or a member of their family had been in danger of losing their lives; 9% had witnessed a violent crime; 6% had been beaten by their partner, and 15% reported that they were irretrievably in debt and had too little money for basic supplies.
- ❖ In response to a post-partum depression scale administered when their infants were 6 months old, nearly 20% of women reported symptomatology consistent with a clinical diagnosis of depression (Barbarin, Richter, de Wet, & Wachtel, 1998).

Among the many other issues BTT is exploring, early child care is a particular priority for families, given the large number of working women in South Africa's urban areas.

By the time their BTT children were 6 months old, 24% of mothers were working, 34% by the time their children were 1 year old, and 66% by the time their children were 2 years old. Most 6-month-old babies of working women (60%) are cared for by another adult female in the family, indicating that the family is still central to the care of very young children. By age 2 years, however, 25% of all BTT children were being cared for outside the family home, and by 4 years of age, 50% were in the care of a variety of informal ('backyard') childminding facilities, crèches and preschools. Children in out-of-home care spend many hours away from home because women have long working hours and lengthy distances to travel. Some women reported choosing a child care facility because it was prepared to keep the child overnight, without warning, if the mother was unexpectedly detained at work. Despite the high costs (10% of their income goes to out-of-home care), women are aware that many services are of poor quality and most were anxious about the potential negative effects on their infants of being cared for by someone other than themselves.

There is one other related phenomenon: The high cost and poor quality of child care drives parents to admit their children, irregularly, to school at very young ages. Formal school is cheaper and parents feel their children are safer for the 5 hours of the school day than they might be in backyard crèche facilities. Thus 26% of BTT children were admitted to school before their fifth birthday. This is consequential because premature admission to school is a major contributor to very early and very high rates of non-progression. Nearly a third of children in South Africa fail at least once in their first 3 years of primary school.

We entitled a recent South African-German seminar on early social influences on education, which was based largely on BTT data, "In View of School: Preparation for and Adjustment to School Under Rapidly Changing Social Conditions". We chose this title primarily to capture the sense of hope and anticipation created by our transition to democracy — to create an image of a child who can see school, but does not yet benefit fully from it. Many of our hopes for children have still to be realised. While much of our public debate on children focuses on events at the level of state policy and legislation, it is important to remind ourselves of the details in the day-to-day lives of small children in South Africa. The BTT fieldworkers, who were recruited from local neighbourhoods in Soweto-



'Birth to Ten' children within a few weeks of their fifth birthday.

"There is very little difference between one person and another, but what little difference there is, is very important."
(William James, 1897)



Johannesburg and who have been with the study since its inception, try to record these details. While many stories describe unexpected achievements and successes, too many are like the following account of Agnes and Boetie (names are changed; see box below).

Agnes left school after completing Standard 5 (7 years of schooling). She is now an unemployed single mother who had a baby boy when she was 18 years old. She lives, together with her mentally retarded mother (on whose disability grant she and her child depend), in the home of her uncle and aunt, with a total of seven adults and two children. Agnes' son, Boetie, was hospitalised four times between birth and 20 months with a primary diagnosis of malnutrition and dehydration. At 21 months the boy was burnt with boiling water, but Agnes could not afford treatment for the child. Currently, at 2 years of age, Boetie's convulsions are being investigated.

(Lists of references can be obtained from the authors.)

The Institute for Social and Health Sciences: A Programme Profile

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The Institute for Social and Health Sciences (ISHS) is an amalgamation of the University of South Africa's (UNISA) Institute for Behavioural Sciences (IBS) and Health Psychology Unit (HPU). ISHS endeavours to operate as a research, service and educational enterprise in synergy with the University's overall triple focused mission. The 1997 merger of the well-established HPU and IBS created the possibility of building a new super Institute with the potential of becoming a global centre of excellence in the general field of social science and health research and, more particularly, the fields of safety promotion and health promotion.

In this brief article I describe, first, the intellectual and socio-political perspective that guides the ISHS mission, objectives and overall programme, and second, the scope of work of the Centre for Peace Action (the largest community-based initiative within the Institute). The review concludes with mention of a few of the Institute's primary areas of activity and a summary of its programme involving adolescents/youth.

Mission and perspective

The Institute for Social and Health Sciences (ISHS) and its community-based initiative, The Centre for Peace Action (CPA), endeavours to function as an internationally and locally recognised African research centre of excellence within the social and health sciences, promoting research and encouraging research expertise in specific methodological, theoretical, policy and intervention areas. This mission arises from a variety of broad considerations relating to the historical and contemporary location of the socio-health sciences in society.

Despite the formalisation of the various socio-health sciences and associated technological advancements in the twentieth century, an audit of the human condition and

global human development initiatives raises questions about the role of science: in particular the socio-health sciences, and their contribution to human advancement. While it would be grandiosely arrogant to assume that the socio-health sciences could, by themselves, resolve all of humanity's massive concerns — including poverty, uneven distribution of global resources, illiteracy, AIDS, violence, wars, nuclear armaments, child labour, cultural deracination, globalisation and unbridled materialism — the socio-health sciences remain indicted on three primary counts.

First, aside from its historically tacit complicity with dubious ideologies and corrosive socio-political systems, the socio-health knowledge industry tends to be divorced from its political, social and ecological contexts. The voices of enlightened theoreticians and applied socio-health scientists tend to be marginalised by their peripheral positions in mainstream scientific establishments and difficulties in marshalling appropriate resources for socially relevant research. Beyond that, the "publish or perish" ethic, together with the deeply entrenched individualistic ethic and the race for scarce accoutrements within academia, all serve as disincentives to restructuring the socio-health sciences and their associated establishments.

Second, attempts to reform the socio-health sciences remain embedded within the epistemological and philosophical traditions of the western ethno-sciences. Even though scholars analysing the structure of knowledge production have argued that science is a cultural product, methodological traditions and scientific information outside of the western ethno-sciences tend to be ignored and sometimes depicted as exotic artefacts best seen as museum pieces. Third, and finally, the obsessive tendencies among certain socio-health scientists to uphold measurement, prediction and control as the "be-all-and-end-all" of science not only denies creative theoretical advancement and enquiry at the applied level, but also marginalises those scientists seeking to operate from a world-view that is other-than-western in its content, form, structure and philosophical base.

Recognising the complex history and context of the socio-health sciences, their (dis-) enabling epistemological and methodological traditions and the challenges presented by their associated institutional modus-operandi, the Institute for Social and Health Sciences aims to function as an African centre of excellence in the social and health sciences, more specifically in the fields of safety and health promotion. In defining its mission and objectives and operationalising its research programme, the Institute also seeks to document its own origins, history and evolutionary development, and to uphold the principles of epistemological pluralism, methodological independence and open scientific enquiry. Further, the Institute — as constituted by its people and its collaborating partners — endeavours to incorporate the research imperatives generated by its specific geographical location in Africa, on the one hand, and its relationship with the global socio-health scientific fraternity and institutions of knowledge production, on the other. The Institute's research therefore endeavours to think globally but act locally, and thereby to contribute towards democratic forms of knowledge production, innovative theoretical development and the

'arrogant to assume that socio-health sciences could, by themselves, resolve all of humanity's massive concerns'



resolution of priority socio-health problems in the context of both South African democratisation initiatives and the wider calls for an African Renaissance. The Institute seeks to be at the leading edge of innovative socio-health technologies and research products that are identified as vital for South Africa and the continent's socio-political, psychological and economic development. These challenging roles and functions require that its life-blood — the staff — strive to forge and develop a professional ethic that embraces positive work values and, within all research, service delivery and teaching activities, the principles of accountability, honesty and open enquiry, intellectual humility, excellence, and efficiency in task performance.

The centre for peace action: A safe community initiative

Among the many cross-disciplinary exchanges that the Institute pursues is that between community psychology and public health. Whereas community psychology focuses on the processes associated with community entry, participation, consultation and group dynamics, public health emphasises measuring the incidence and prevalence of social-health phenomena at an aggregate level and the identification of associated risks and determinants. These two streams coalesce neatly within the Institute's safety promotion programme, vis-à-vis the Centre for Peace Action.

The goal of the Centre is to initiate, implement and evaluate replicable, universally acceptable community safety programmes in Eldorado Park and the surrounding areas of Southwest Johannesburg (which includes Lenasia South, Ennerdale and Chiawelo in Soweto). As one of 24 WHO safety promotion demonstration programmes, the CPA's accent is on developing replicable and transferable approaches for priority socio-health problems such as violence.

Our experience in and around Eldorado Park has indicated that much of the worthwhile violence-prevention work through community development and public health involves several dimensions — achieving a presence, fostering community participation, developing working relationships with adversarial and supportive agencies and groups, and creating on-the-ground programmes and services that meet the needs of survivors of violence. Drawing on a new range of injury prevention initiatives from the disciplines of community health, primary health care and community psychology, the CPA argues that prevention of injuries and violence in South Africa and other low-income countries can be achieved through the proliferation of civil ordering and community safety programmes, within which survivors of violence are active advocates for human rights and civil order.

The call for the creation of Community Safety Programmes is based on the premise that injury prevention is best promoted through a combination of top-down and bottom-up actions. Within this paradigm, violence is redefined as a public health rather than exclusively a political or policing problem. The CPA thus consists of a range of programmes that directly address the prevention of violence. Most importantly, these operate around a hub of individual and family oriented curative work, because maintaining the problem of violence as a high priority in the public mind requires that prevention initiatives be available to deal with and be seen to offer help to people in immediate

crisis (e.g. abused women, survivors of gang violence, or the families of homicide victims). In addition, the interdependence of violence with the social fabric means that such services offer an invaluable site for the surveillance of potential victims and the high risk sub-groups from which many of the cases it serves are drawn. Just as counselling serves as a conduit by which to recruit such residents into the space of prevention, the reverse is also true — Such CPA facilities as the youth leadership service thus attract a substantial proportion of participants who are themselves victims and perpetrators of violence.

In the absence of this high visibility work, both funding and public support for a violence prevention programme such as the CPA is likely to dwindle, owing to the socialisation of both sectors into a "curative" health orientation. Thus, the long-term and therefore "invisible" goals and effects of preventive work are sustained by the concrete and immediate benefits to community residents of the CPA's curative services.

Additional ISHS focal areas: Adolescent health and safety

The Institute's other primary focus areas include: Mental health promotion and systems research; injury surveillance and prevention; safety promotion; occupational health and safety; women's health and safety; and perhaps of most interest to readers of this section, adolescent development and safety.

The adolescent/youth program comprises four related initiatives. The first encompasses surveillance epidemiological and information management activities designed to delineate the risk factors and associated determinants of violence and other unsafe health behaviours among adolescents; these provide information on the who, what, why, when and how of phenomenon such as violence, unintentional injuries and HIV. The second initiative explores the relationship between youth identity development, alienation and/or social engagement in a rapidly globalising milieu, where the boundaries between local and international culturally-informed values are increasingly blurred. The third initiative, drawing on data from the first two activities, focuses on the development of approaches for promoting safety, health and development among youth; such approaches, meant to be experimental in nature, are based on the principles of best practice, replicability and local evidence for safety, health and development. The Centre for Peace Action's safe schools and social club projects are two examples that embody these principles. The final activity entails liaising and networking with key stakeholders in the youth sector with a view to informing policy, practice and research. As should be apparent, such networking — and the attempted integration of these types of initiatives — are an expression of the Institute's guiding philosophy of research in the service of broader socio-political ends.

For further details on the Institute you may refer to our webpage:

<http://www.unisa.ac.za/institute/ishs/index.html>, and

the webpage for Safe Communities:

<http://www.ki.se/phs/wcc-csp/safecom/main.html>

(Lists of references can be obtained from the author.)

Truth and Youth: Pain and Blame

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[In early 1997 the South African Truth and Reconciliation Commission was considering whether and how it should incorporate the direct testimony of children and youth. In May of that year Professors Reynolds and Dawes submitted a statement to the Commission based on their own experiences and research over the preceding decade and more. The following paragraphs, excerpted from that statement with their permission, are meant to provide a summary sense of the issues they raised and addressed. *Frank Kessel*]

The Truth and Reconciliation Commission is required to establish "as complete a picture as possible of the causes, nature and extent of the gross violations of human rights which were committed during the period 1 March 1960 to the cut-off date (10 May 1994), including the antecedents, circumstances and context of such violations (...) as well as the perspectives of those responsible for commissions of violations." (Section 3(1a)) The Commission is also tasked with drawing up recommendations which will prevent future violations.

The Commission's research shows that it was the youth, those between 15 and 25 years, who bore the brunt of gross human rights violations. It is therefore necessary to offer a particular opportunity for the young to tell their story. It will prompt us to reflect on how our society treats its children, and how we might take concrete steps to prevent the abuse of the young. In so doing we may begin to redefine what it means to be a child in South Africa (...).

Our story will acknowledge the role of the young in the struggle for democracy. It will consider the effects of their involvement. It will tell how in making their contribution, the young took decisions that caused suffering, and that committed them to actions that had profound consequences for their own development, for their families and for the nation as a whole. However, it will also show that while the costs incurred were great, many are justly proud of what they did, achieved, and became, in spite of their youth.

Those who record the participation of the young must acknowledge that children and youth were not simply victims. Many suffered the most appalling abuse, and while some were innocent victims, others were committed actors within a political battle. Some of the young who participated in the struggle perpetrated violence, and some became the instruments of the violent agendas of adults. When the young are found to be perpetrators of violence, our assumptions about childhood are disturbed, and we search for explanations as to why these 'innocents' can be so brutal. While it may be useful for legal and other purposes to separate the young as victims from the young as perpetrators, we must recognise that both identities can live in one person.

The involvement of the young in the recent tumultuous past in South Africa challenged conventional notions of

childhood and gender roles. Young members of oppressed communities were thrust into positions of great responsibility, uncommon for people of their years. They spurred on those older than themselves, to re-join the fight for their freedom. They successfully galvanised a nation (...).

We need to understand why most gross human rights violations in South Africa were perpetrated against those between 15 and 25 years of age. A key reason is that youth is a period of life which lends itself to involvement in political struggle. Youth, as the period that bridges childhood and adulthood, is commonly recognised as a period during which designs and hopes for the betterment of the human condition find a fertile soil. It is commonly a time when struggles to consolidate personal and social identities are important. In our society youth is a time when values of strength, self-reliance and courage are promoted. The struggle for a just political order in South Africa provided many opportunities for the pursuit of ideals by the young. It provided opportunities for them to take on heroes roles in an attempt to end repression, and in doing so the probability that they would be subjected to a variety of forms of violent abuse increased.

The Commission calls for a description of the nature of gross violations of children's rights. They cover a wide range.

- ❖ Children and youth were killed, abducted, raped, tortured, poisoned, imprisoned for long periods without trial, denied rights (granted in law) while imprisoned, and harassed mercilessly for actions taken and beliefs held in relation to political conflict, or even just for having been in the firing-line.
- ❖ Many lived in fear, spending months on-the-run away from home. Many were forced to flee the country.
- ❖ The nature of abuses ranges from the finality of death through the use of terror to physical harm and symbolic humiliation (...).
- ❖ Terror tactics including threats, misinformation, smear campaigns, harassment of kin, intrusion into domestic space, interference with education, sophisticated techniques to turn people into enemies of their colleagues, intensive interrogation, false executions, isolation and denial of contact or care, were all used to divert the young from their political purposes and destroy cohesion among their peers.
- ❖ The need to control the young was inscribed on their bodies in countless ways as power was expressed through the infliction of pain (...).
- ❖ Symbolic humiliation was used to undermine dignity and purpose (...).

The testimonies given before the Truth and Reconciliation Commission attest to the full range of cruelties. Four points can be determined from the evidence.

- 1 The age of an opponent or enemy gave no protection at all.
- 2 No one group or side in the conflict held a monopoly on cruelty.
- 3 There is no need to plead for the innocence of the young engaged in political activity but there is a need to acknowledge the full extent and character of brutality used against them.



- 4 The range of gross human rights violations and the peculiarities of many of the techniques resorted to call for an understanding of what makes such adult behaviour possible (...).

The Act calls for a description of the antecedents of gross human rights violations. The outline of the causes, nature and extent of abuses given here demands a serious reconsideration of the place South African society has allotted to children and youth. It asks for a social, political, economic and moral accounting for the treatment of the young in the past and for an investigation of how that treatment informs the values and respect accorded to them now. There is ample evidence that the abuses committed on children and youth reflected the regard in which they were held. The young, particularly those who were rendered unimportant by their colour, were deemed not worthy of rights or respect. If we do not attempt to understand the forces that permitted and continue to permit the abuse of the young, we can make little progress in creating a society that accords them respect (...).

Those who grew up under our violent past will carry the traces of their experience into adulthood. Many have suffered the loss of loved ones. Many carry both physical and psychological scars. The life chances of many have been damaged through aborted education. Some have no doubt grafted the skills learnt during times of political violence onto criminal violence as they strive to survive

amid a sea of poverty. But perhaps the most disturbing and dangerous aspect of the legacy for the future of the nation, is the fact that those who sought to transform the country, and in the process gave up so much, see so little change in their immediate circumstances. However, the period of struggle also nurtured resilience, wisdom, leadership and tolerance. It produced men and women of extraordinary calibre, who despite their suffering, have shown unprecedented patience with their former oppressors (...).

Here we seek to understand notions of individual will in relation to the command of authorities; and of evil in relation to personal culpability; and of forgiveness in relation to repentance. Depending on the interpretations made of violations of the human rights of the young and depending on the meanings assigned to those acts, we may be able to reconsider the character of childhood and adolescence as framed in the new South Africa.

Finally, reconciliation requires an awareness of the nature of childhood. On the basis of that awareness, the nation must ensure that each adult who comes into contact with a child is worthy of the privilege. History will record the role that the young played in securing liberation. History will also record the achievements of the nation in relation to the well-being of the young. Let us not be found wanting.

(Lists of references can be obtained from the authors.)

1999 ISSBD Jyväskylä Summer Workshop on Advanced Methods in Social, Personality, and Developmental Psychology

Brett Laursen and Jari-Erik Nurmi, Chairs

The 1999 ISSBD Jyväskylä Summer Workshop on Advanced Methods in Social, Personality, and Developmental Psychology was held from 21 to 29 August 1999 in Keruu, Finland. The event was co-sponsored the International Society for the Study of Behavioural Development, the Johann Jacobs Foundation, the Finnish Academy of Sciences, and the University of Jyväskylä. Participants included a select group of 21 junior scientists from 13 countries, including Bulgaria, Canada, Finland, Germany, Lithuania, the Netherlands, New Zealand, Russia, South Africa, Uganda, United Kingdom, USA, and Zambia. Professor Brett Laursen, Florida Atlantic University, and Professor Jari-Erik Nurmi, University of Jyväskylä, co-chaired the workshop.

The first half of the workshop was devoted to instruction and mentoring, with presentations on advanced research methods from Professor Lars R. Bergman, University of Stockholm, Professor Avshalom Caspi, Institute of London, Professor Rainer Silbereisen, University of Jena, and Professor Bernard Schmitz, Technical University Darmstadt, as well as the workshop co-chairs. Each day small groups of

participants also presented their research in poster format to the other participants and to the workshop faculty, followed by a large group discussion of the issues raised in the poster session.

The second half of the workshop was given over to attendance at the conference on Personality and the Life Course: Paths to Successful Development. Professor Lea Pulkkinen, University of Jyväskylä, and Professor Avshalom Caspi, co-chaired the conference, which included formal presentations by 16 scholars from 6 countries, including Finland, Germany, the Netherlands, Sweden, United Kingdom, and USA. Workshop participants led group discussions of the papers, in addition to presenting their own research in a formal poster session.

Three goals for the workshop were identified at the outset: (1) instruct participants on new and advanced methods in psychological research; (2) create a mentoring partnership between participants and workshop faculty; and (3) provide participants with opportunities to create research networks for future collaborative activities. By all accounts, the workshop accomplished each of these aims.

Minutes of the ISSBD Executive Committee Meeting:

Albuquerque, New Mexico, dates: April 13 and 14, 1999

Members of the E.C. present: Willem Koops (Secretary), Brett Laursen (Treasurer and Membership Secretary), Jari Erik Nurmi, Lea Pulkkinen (Past-President), Ken Rubin (President).

Editors present: Rainer K. Silbereisen (IJBD), Rohays Perry (representative of Psych Press).

Ad hoc advisors: Qi Dong.

Apologies for absence received from: Anna S. Bombi, Roger Dixon, Jutta Heckhausen (Newsletter), Anne Petersen, Candida Peterson, Robert Plomin, Anik de Ribaupierre, Jacqui Smith, Richard Tremblay, Suman Verma (ad hoc advisor).

1. Opening

The President, Ken Rubin, welcomed the E.C. members.

2. Remembrance Minute

The President proposed to commemorate the death of Margaret Baltes, former Associate Editor of *IJBD*; wife of Paul Baltes, past President of ISSBD. The President described Margret Baltes' various activities within the Society and then proposed a Remembrance Minute in her memory.

3. Minutes of the E.C. Meeting in 1998

The Minutes of the E.C. Meeting in Bern, Switzerland, July 1, 3 and 4, 1998, published in the *Newsletter 2/98*, Serial No 34, pages 4–8 were approved unanimously.

4. President's report

The President reported the following activities:

- filed activity reports of ISSBD to the meetings of International Union of Psychology and the International Association of Applied Psychology.
- sought and found a chair of the Publications Committee (Carolyn Zahn-Waxler, National Institute of Mental Health) -1998–2002. Met with Dr Zahn-Waxler in her office in Bethesda, Maryland to identify a successor to Jutta Heckhausen, Editor of the ISSBD Newsletter. A second meeting was convened to discuss procedures for the selection of a successor to Rainer Silbereisen, Editor of *IJBD*.
- met in Washington with Meng Zhaolan, Chair of the Beijing 2000 conference to discuss the list of keynote speakers, a topic for the preconference workshop and the identification of co-chairs for that workshop, and plans for that workshop, and plans for the solicitation of symposia.
- received and offered commentary on several workshop proposals: (i) in Lima, Peru in the year 2000; (ii) in Uganda in the year 2000; (iii) one on the topic "adolescence in the 21st Century" (Reed Larson), to be cosponsored with the Society for Research in Adolescence.
- solicited proposals from individuals/groups to host the ISSBD meetings in 2002. The strongest proposal arrived from a group in Ottawa; the President met with this group. Barry Schneider will submit a proposal shortly.
- negotiated a new publication contract for the Society. This activity took several months of hard work and active communication within the Steering Committee and with the Editor of *IJBD*, Rainer Silbereisen. The publication

rights for *IJBD* were bid on by Psychology Press and by one other highly reputable publishing house. The offer made by, and negotiated with this latter publisher was excellent in many respects. In the end the counter-offer from our current publisher Taylor & Francis – Psychology Press was judged superior.

5. The Secretary's report

The Secretary produced the Minutes of the E.C. and the Business Meetings in Bern, July 1998. Furthermore a call for nominations was published. As usual the Secretary received several requests for information regarding the Society and its activities. To mention a few examples: requests for information about the Society and its activities, were received from several international Congress Centres, the Union of International Associations, etc. To standardise Society information, new brochures were printed (2000 updated copies of the General Information Brochure; and 1000 copies of the Bye-laws) at the Free University Amsterdam. Thanks to the sponsoring by the Department of Psychology and Education of the Secretary's home University this could be done for a relatively low price.

The report of the Secretary was approved unanimously by the EC.

6. Report from the Treasurer/ Membership secretary

Membership Secretary

The 1998 ISSBD Membership Directory was published during the summer of 1998 and mailed to all members who paid 1998 dues.

Preliminary findings for 1998 indicate that ISSBD had a total of 1,076 paid members. This represents an increase of 6.5% over 1997 but a decrease of 14.6% over 1996 total membership. A total of 70 individuals joined ISSBD at the 1998 biennial meetings in Bern, taking advantage of the opportunity to apply increased nonmember registration fees to membership dues. (However, a total of 267 individuals joined ISSBD at the 1996 biennial meetings in Quebec City).

At the 1998 E.C. in Bern, a plan was adopted to shift operations from the West and Central Africa (Anglophone) Regional Office to the office of the Membership Secretary, beginning 1999. Special thanks to Bame Nsameng for his efforts as Regional Coordinator. The operations of the Regional Office in the Ivory Coast was shifted to the office of the Membership Secretary in 1998. The economic turmoil in Russia and much of Asia in 1998 had an adverse impact



on ISSBD regional operations and will continue to do so for the foreseeable future. Declining regional membership is inevitable.

Currently, Spouse and Emeritus dues are \$30 (USA) per annum or \$46 for two years. These rates did not include subscriptions to the *IJBD*. As of next year, all members will receive the journal and, for the sake of consistency, it is proposed that Spouse and Emeritus dues be raised to the same level as those for Students: \$47 (USA) per annum or \$80 (USA) for two years. The EC approved this proposal pending a vote of the members at the Business Meeting of the 2000 Conference in Beijing.

The report of the Membership Secretary, Brett Laursen, was approved by the E.C. The E.C. expressed gratitude to the home University of Brett Laursen, Florida Atlantic University, for continued substantial financial and personnel support. In particular the Society owes a debt of gratitude to Dr Charles White (Dean, College of Liberal Arts) and Dr Mary McBride (Vice-President, Broward Campuses). Ms Virginia Caracciolo served as the Administrative Assistant; her efforts are greatly appreciated. Thanks also to Ms Sharon Lerner for record-keeping assistance.

Treasurer

Table 1 indicates 1996–1998 finances. It should be noted that ISSBD finances fluctuate from conference to nonconference years. 1996 and 1998 were conference years, 1997 was a nonconference year.

Total revenue for 1998 was \$166,204.04, representing an increase of 77.3% (\$72,477.25) from 1997 revenues and an increase of 13.7% (\$19,966.60) from 1996 revenues.

Table 1: 1996–1998 Summary Financial Report

	1996	1997	1998
Opening balance	\$104,002.91	\$137,734.24	\$166,000.03
Revenues	+\$146,237.44	+\$93,726.79	+\$166,204.04
	\$250,240.35	\$231,461.03	\$332,204.07
Disbursements	–\$(112,506.11)	–\$(65,461.00)	–\$(80,926.86)
Closing Balance	\$137,734.24	\$166,000.03	\$251,277.21

Total disbursements for 1998 were \$80,926.86. This represents an increase of 23.6% (\$15,465.86) from 1997 disbursements, but a decrease of 28.1% (\$31,579.25) from 1996 disbursements.

Taken together, the total value of ISSBD long-term investments at the close of 1998 was \$173,210.59.

ISSBD maintains bank accounts under the auspices of Regional Offices in several countries. The balance of funds in these accounts is: China: app. \$3,925, India: app. \$1,430, Russia app. \$670.

The treasurer proposes a graduated increase in stipends for ISSBD offices. The goal is to decrease reliance on institutional support, so that positions are accessible to all members. The following stipend scale is proposed for ISSBD officers and editors, effective immediately: A \$3,200 increase is proposed for the *IJBD* Editor. This would raise the editorial stipend to \$12,000. A \$2,000 increase is proposed for the office of the Membership Secretary and Treasurer, raising the total stipend to \$12,000. A \$1,000 increase is proposed for the President and the Secretary, raising the stipend to \$2,000. A new \$500 stipend is proposed for the office of the Past President. No change is proposed for the *Newsletter* Editor because the full \$4,000 stipend will be available given the

new publishing agreement; this will effectively increase the sum available to the Editor by over \$1,000. It is further proposed that annual stipends for the office of the *IJBD* Editor and the ISSBD Membership Secretary and Treasurer be increased an additional \$3,000 in 2000, raising each to \$15,000. This is still well below the costs associated with the operation of each office, and should be considered the minimum investment necessary to maintain a level of support commensurate with the services that ISSBD members have come to expect.

The conclusion is that ISSBD finances are in excellent shape and the investment strategy implemented will secure the long-term fiscal stability of the Society. Ultimately, ISSBD must assume all the expenses associated with the publication of the *Newsletter* and the *International Journal of Behavioral Development*, as well as create and fund a dedicated Executive Officer position. Careful planning and prudent financial management will be instrumental to the success of this developmental transition.

The report of the Treasurer, Brett Laursen, was approved anonymously by the E.C. His proposals with respect to the stipends were unanimously accepted.

7. Nominations Committee

Relatively few members responded to the call for nominations in the *Newsletter* (2/98). Lea Pulkkinen, chair of the Nominations Committee formulated the principles for a search for candidates: geographical representation; representations of trajectories of the lifespan and of subject areas of developmental psychology; commitment with ISSBD in the (recent) past. The discussion resulted in a list of possible candidates to be approached by the chair of the Committee.

8. Membership Committee

A written report of the Chair of the Membership Committee, Professor Peter Noack, was approved by the E.C. It was concluded that the Committee does very important work resulting in recruitment of new members and in providing opportunities for members to get in touch with their Society.

9. Editor's report

The extended, informative, and detailed report of the Editor, Rainer K. Silbereisen, was approved unanimously by the E.C. Again the E.C. congratulated Rainer Silbereisen for his most successful work for the Society's Journal and again expressed its gratitude to the University of Jena for providing accommodation, technical, secretarial, and assistant support for the Editor.

The accept/reject rate for this interim period (June 1998–February 1999) is very close to that of the whole editorship since July 1995, which to date is an overall acceptance rate of 35% and a rejection rate of 65%.

Of particular importance to the current editorship has been the reduction of lead times and it is good to see that these are continuing to improve. Of the manuscripts submitted to and handled by the Editorial Office in Jena, time to first editorial decision (primarily, reject, or revise and resubmit, with only one case of a manuscript being given "accept with minor revisions" as a first editorial decision) is 60 days (reject) and 55 days (r&r). In comparison to the lead times given in *IJBD's* last full report, this is quite satisfactory and well below the 3 to 4 months which *IJBD* allows itself when writing to authors.

IJBD is planning some special features for all four issues of volume 24, i.e., that appearing in the year 2000. In brief, the intention is to publish a Special Section on developmental research in and on China in the March issue 2000 to coincide with the ISSBD Biennial Meetings of that year which will be held in Beijing. Further, Willard Hartup has kindly agreed to act as Guest Editor for a symposium on the Retrospect and Prospect of Developmental Science. Starting with an Introduction in Issue 1, March 2000, and concluding with an "Outlook" in Issue 4, December 2000, papers will appear throughout the year. In addition, submissions which offer specific and technical prospective view points, and of course, some prospective considerations, or which set out, from a personal but informed point of view, what progress can be envisaged in a researcher's own particular field of expertise, have been solicited from members of the Editorial team, and from researchers.

The format of *IJBD* will change to a larger, two column layout, with improved cover design. Starting with issue 1 (March) this year, *IJBD* has increased its size by an overall 192 pages per volume. As publishing works in multiples of 16 pages, this means that two issues will carry 288 pages, and two will carry 256. This will change when the new format is implemented in the year 2000, but will remain the same in terms of content capacity.

10. Contractual arrangements with Psychology Press

The new contract was presented by the President and discussed with the E.C. Highlights are as follows: *IJBD* will be made available to all members of ISSBD, free of charge. These members include full paying, regular members, student members, emeritus members, and most importantly members to pay in local currency to Regional Officers. Up to 1400 issues of the journal will be provided free of charge to the Society. That is, the Society will not have to reimburse the publisher for the costs of the Journal (currently, this cost is \$ 33.00 per recipient member). Royalties will increase from 10% to 15%. ISSBD will receive an annual stipend of \$ 25,000; the stipend will increase every two years to keep up with inflation. Psychology Press will print and distribute from disk, at no cost, the *Newsletter* to all ISSBD members. Psychology Press will create and maintain the ISSBD web-page at no cost to the Society. Psychology Press will prepare (from text disks supplied by the Membership Secretary), print, and distribute to all members at no cost, one Membership Directory per year. The web-page will house an up-to-date Membership Directory that can be accessed via a password. The contractual agreement remains in force until 31 December, 2005.

The E.C. unanimously and enthusiastically supported the contract.

11. Biennial Meetings

The E.C. decided to invite the Chair of the Bern Meetings to offer as soon as possible a final financial report.

The Progress of the preparations of the Beijing 2000 Meetings were discussed with Meng Zhaolan and Qi Dong. A list of 25 invited speakers has been agreed upon; 60 symposium proposals have been received. The work is in good progress.

The proposal of Professor Barry H. Schneider to organise the XVIIth Biennial Meetings of ISSBD in Ottawa, from August 2–August 7, in the year 2002, was accepted by the E.C. The venue will be The Chateau Laurier Hotel. The preliminary plan will be worked out and the next decisions will be taken during the Beijing Meetings.

12. Workshop Program

The E.C. adopted a Workshop Program that comprises the following 4 workshops:

- a) Jyväskylä 1999 (organisers Professors Nurmi and Laursen); (a detailed report of this workshop is to be found elsewhere in this *Newsletter*).
- b) Lima, Peru 2000 (organisers: Professors Margarita Azmitia; Mary Louise Claux and Brett Laursen). This workshop on "Families, Peers and Schools as Developmental Contexts" was approved by the E.C. Two recommendations were done by the E.C.: An increase in the number of junior scholars (from 15 to 25), and a rescheduling (move from August to September).
- c) Beijing 2000. A preconference workshop for young scholars will be organised.
- d) Uganda 2000 (organiser: Prof Peter Baguma); this workshop is the Fifth African Workshop of ISSBD to be held in Uganda. The E.C. accepted in principle the proposal, but many details on the content of the program and of the finances will further be discussed by the President in direct communication with the organiser. It is decided that from ISSBD the following scholars will be added to the organising committee: Dr Nsamenang, and Professors Dasen, Pulkkinen, Rubin and Serpell.

13. Close of Meeting

The President closed the E.C. meeting by thanking the members for their time and dedication.

Willem Koops
Secretary

Announcement

Information about the International Society for the Study of Behavioural Development can be found at our new ISSBD web-page, which is located at:

www.issbd.org

This web-page keeps you up-to-date with the activities of ISSBD, its Executive Committee and its members.



Notes from The President

In this report, I describe the activities of the President since the publication of the *Spring 1999 ISSBD Newsletter*.

During this period, the President chaired the annual Executive meetings of the Society. In the spring of 1999, the Executive Committee met in Albuquerque, New Mexico. The Minutes of these meetings are published in this issue of the *Newsletter*. Among the highlights of the meeting was the unanimous acceptance of a proposal to hold the 2002 biennial meetings of ISSBD in Ottawa, Canada. Professor Barry Schneider, University of Ottawa, submitted an excellent proposal; thus, following the meetings in Beijing, the capital city of China, we will move on to the capital city of Canada, where the conference will be held in the lovely Chateau Laurier. These meetings have now moved to the planning stage; a Program Committee meeting will be held in Beijing in July 2000.

Of course, much of my time has been given to provide whatever help is necessary to make certain that the ISSBD biennial meetings in Beijing will prove highly successful. The Program Committee of the Beijing Conference met in Albuquerque and learned that 20 individuals had agreed to give keynote addresses. Since that time, I have learned from Professor Meng Zhao Lan and her able colleagues in Beijing, that over 70 symposium proposals were received. Further, 270 posters and poster workshop proposals have been submitted. And, of course, two highlights of the meeting will be invited symposia to honour two of ISSBD most esteemed and active members, who recently passed away – Harry McGurk and Margret Baltes. All told then, the Beijing meetings look to be excellent.

A Workshop on 'Cultural and life-span perspectives on human development' will precede the Beijing meetings. Seventy scholars from around the globe will participate in a workshop in which keynote speakers will include Marc Bornstein, Joseph Campos, Michael Lewis, Abraham Sagi, Harold Stevenson, and Richard Tremblay. The Kellogg Foundation (USA) and the Johan Jacobs Foundation (Switzerland) graciously provided support for this workshop.

Just prior to the writing of these notes, I learned that the ISSBD Summer Workshop on Advanced Methods in Social, personality, and Developmental Psychology had convened in Jyväskylä, Finland. Its organisers, Jari-Erik Nurmi and Brett Laursen report that this event drew 21 junior scholars from 13 countries, including Bulgaria, Canada, Finland, Germany, Lithuania, the Netherlands, New Zealand, Russia, South Africa, Uganda, United Kingdom, USA, and Zambia. The Johan Jacobs Foundation, the Finnish Academy of Science, and the University of Jyväskylä provided support for this important workshop. On behalf of the membership of ISSBD, I offer gratitude to these most supportive institutions.

As of this writing, ISSBD has three additional workshops in the planning stage. A final proposal to host a Workshop in Uganda (May 2000) is expected shortly. There are also plans to hold a workshop in Peru (2000) and

in the Middle East (2001). A proposal for the latter meeting is expected to be discussed at the 2000 meetings of the ISSBD Executive Committee.

In addition to activities pertaining to the biennial meetings and workshops, I have given a good deal of time to the establishment of the new ISSBD World Wide Web page. Working with Louise Metz of *Psychology Press*, I am pleased to announce that our web-site is open for business. The site can be found at: www.issbd.org. On it, you can read about the history of the Society; access the ISSBD constitution and by-laws; check the *Membership Directory* on-line; contact members of the Executive Committee; access the latest issue of the *Newsletter*; and apply for membership. In addition, members of ISSBD can link to our principal publication – *The International Journal of Behavioral Development (IJBD)*.

ISSBD is now seeking a replacement for Rainer Silbereisen, whose term as Editor of *IJBD* ends in 2001. Carolyn Zahn-Waxler, Chair of the Publications Committee, has submitted a "call for nominations as Editor of *IJBD*"; this call appears in this issue of the *Newsletter*. If you have an interest in being the Editor of our flagship journal, or in nominating someone who you think would do the job well, please refer to this call for nominations.

On the topic of nominees, you will find in this issue, the names of nominees for positions on the Executive Committee of ISSBD and for the position of President-Elect of the Society. Professor Lea Pulkkinen, Chair of the Nominations Committee and Past President of ISSBD has done an exceptional job in bringing to the fore a very strong list of candidates. I would urge each and every member of the Society to play an active role by voting for the candidates of your choice. Upon receipt of this *Newsletter*, please refer to the electoral information and cast your ballot immediately.

In summary, ISSBD continues to make large strides in bringing life-span and cross-cultural developmental science to the international research scene. Through its very active program of conferences and workshops, its publications, and now its web-site, ISSBD has become a major player in the field of Developmental Science. These strides have come about because of the continued hard work of its constituent members ... and to them I offer my sincere gratitude. And on this note of gratitude, I would like to express my thanks and appreciation to Jutta Heckhausen who has just completed her editorship of the *ISSBD Newsletter*. Jutta has done a splendid job in keeping the members of ISSBD informed of the Society's "goings-on". She has also organised a large number of extremely interesting topical issues of the *Newsletter*. And lastly, she has moved us into the next generation of *Newsletter* publication. This issue, Jutta's last as Editor, is our first that is being published and distributed by Psychology Press. And beginning with the first issue in 2000, Joan Miller will take over as *Newsletter* Editor. We wish Joan the best of luck with this new venture and look forward to receiving the first *Newsletter* of the next millennium!



IJBD international journal of behavioral development

A Journal of the International Society for the Study of Behavioural Development

Editor: Rainer K. Silbereisen, Department of Developmental Psychology, University of Jena, Am Steiger 3/1
D-07743 Jena, Germany Fax: +49/(0)3641/9-45202

Associate Editors: Christopher Hertzog, Georgia Institute of Technology, USA; Marcel van Aken, University of Nijmegen, The Netherlands; Lynne Vernon-Feagans, The Pennsylvania State University, USA.

Search for new Associate Editors

As the term of office of the *International Journal of Behavioral Development's* Associate Editors is drawing to a close, the Editor, Professor Rainer K. Silbereisen, would like to hear from members of the International Society for the Study of Behavioural Development interested in working as Associate Editor commencing April 1, 2000. At present the Editorial team consists of the Editor and three Associate Editors.

The hard work, dedication and loyalty shown by the outgoing Associate Editors has been outstanding and, although a stipend is paid, it could not match the value of their work. Therefore, those interested in acting as Associate Editor should ideally have some degree of clerical support, and be able to devote a fair part of their time to the work; this is normally to handle all aspects of the review process of some 20 or so manuscripts per year. (Initial distribution of all manuscripts, and the final processing of those accepted for publication, is handled by the main editorial office.)

The scope of *IJBD*, which is detailed on the inside cover of the Journal, has been expanded to include new

domains of scholarship associated with behavioural development, such as those of neuroscience, developmental psychopathology and behavioural genetics, and to provide a better representation of all stages of the life-span. Applications from scientists who could enhance *IJBD's* outreach in these areas, and who would represent the geographical diversity of ISSBD's membership, would be particularly welcome. The official period in office would be until the conclusion of the Editor's term of office on December 31, 2001.

Enquiries should be made in writing, enclosing a curriculum vitae, to reach the Editor no later than January 1, 2000, to:

IJBD Editorial Office
Institute of Development Psychology
Am Steiger 3/1
D-07743, Jena
Germany

The XVIth ISSBD Biennial Meetings in Beijing July 11–14, 2000

The program committee of The XVIth ISSBD Biennial Meetings in Beijing has accepted 72 symposia and several hundreds posters. The scientific program will be out soon. The second Meetings circular will be posted at the end of October. It will also inform about several scientific and social activities around the Meetings.

Please address enquiries to the Organising Committee:

Dr. Lei Wang, Local Chair Department of Psychology,
Peking University, Beijing 100871, China
Phone & Fax: +86-10-62757551
email: leiwang@pku.edu.cn



IJBD international journal of behavioral development

Search for an Editor

The Publications Committee of the International Society for the Study of Behavioural Development is soliciting nominations for an Editor of the *International Journal of Behavioral Development* to succeed Rainer K. Silbereisen, whose term ends December 31, 2001. The editorship would be for six years, commencing 2002, but candidates should be prepared to handle new manuscript as of July 2001. Qualifications of the candidate should include familiarity with the goals of the Society and its journal, active participation in the Society as a member and attendee of its biennial conferences, and a significant publication record. The candidate should also have previous editorial experience. This editorship requires a significant commitment of time and expertise, especially

given the international nature of manuscript submissions. The deadline for receipt of nominations is March 15, 2000. Please send nominations (including self-nominations) and a brief description of qualifications to:

Carolyn Zahn-Waxler,
Chair, IJBD Search Committee
National Institute of Mental Health
Bldg. 15-K, 204-A, 9000 Rockville Pike
Bethesda, MD 20892-2668
Phone: 301-496-4406
Fax: 301-402-1218
E-mail: waxlerc@irp.nimh.nih.gov

I 5th Meeting of Developmental Psychologists German Society for Psychology

(15. Tagung Entwicklungspsychologie, Deutsche Gesellschaft für Psychologie)
September 02–05, 2001, Potsdam, Germany.

For information:

EPSY2001, Institute for Psychology,
University of Potsdam,
Postbox 60 15 53,
D-14415 Potsdam, Germany
Tel: 49 (331) 977 2886,
Fax: 49 (331) 977 2860,
E-mail: epsy2001@rz.uni-potsdam.de;
Website: <http://www.uni-potsdam.de/u/epsy2001>

Editorial

Julia Heckhausen

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ISSBD Beijing Pre-conference Workshop 2000

“Cultural and Life-span Perspectives on Human Development”

July 9–11, 2000, Beijing

This three-day workshop, organised by ISSBD and sponsored by the Kellogg Foundation and the Johann Jacobs Foundation, will focus on human development in various areas including attachment, emotion and emotion regulation, aggression and delinquency, peer relationships, parenting and family relationships, from both cultural and life-span perspectives. In addition, some general theoretical and methodological issues in cross-cultural and life-span developmental research will be discussed. Each session will include major conceptual frameworks, research methods, current research, future directions, and more importantly, cultural and life-span implications.

Speakers:

Bornstein, Marc, USA; Campos, Joseph, USA; Chen, Xinyin, Canada; Lewis, Michael, USA; Rubin, Kenneth, USA; Sagi, Abraham, Israel; Stevenson, Harold, USA; Tremblay, Richard, Canada.

Participants:

For professional young scholars who are from any country and interested in cultural or cross-cultural and life-span research. Junior scholars from Africa, Asia, Eastern Europe, Latin America and other developing countries are particularly encouraged to attend. Partial support is available to qualified participants who are from Africa, Asia, Eastern Europe, Latin America and other developing countries.

- Successful applicants from Eastern Europe or other developing countries may receive up to \$1000 (cover partial travel and accommodation expenses) of support from Johann Jacobs Foundation, with the registration fee for the ISSBD meeting waived.
- Successful applicants from the remote area of China may receive \$300 or travel support with the registration fee for the ISSBD meeting waived.
- Successful applicants from Latin America and Sub-Saharan Africa may receive up to \$1200

for partial travel expenses, \$490 for accommodation (\$70 per day for 7 days) of support from the W. K. Kellogg Foundation. Please note that the registration fee for the ISSBD conference is not waived for these participants (the registration fee is \$220 by the earliest payment, which will be explained in the second announcement of 16th Biennial Meetings of ISSBD).

- All expenses (travel, accommodations and meals) for other participants will be covered by the participants themselves. There is no registration fee for the workshop.

Application submission via e-mail is welcome and encouraged: imh@bnu.edu.cn

Organising Committee:

Chen, Xinyin; Dong, Qi; Meng, Zhaolan; Rubin, Ken; Shen, Jilang.

Workshop Office:

Qi Dong, Ph.D.
Institute of Developmental Psychology
Beijing Normal University
Beijing, China
imh@bnu.edu.cn
Fax: (86) (10) 62207615



The ISSBD Pre-conference Workshop on "Cultural and life-span perspectives on human development"

July 9-11, 2000

Beijing, P.R. China

APPLICATION FORM

Name _____

Nationality/citizenship _____

Highest degree _____

When did you receive your highest degree _____

Current position/title _____

Institute that you are currently affiliated _____

Major areas of research _____

Address _____

Email _____

Fax _____

Are you planning to attend the ISSBD Beijing Meeting on July 11-14, 2000? _____

Have you submitted a paper, a poster, or a symposium to the ISSBD Beijing Meeting?

(please specify) _____

Do you need partial financial support from the workshop? _____

Please list up to five of your major publications or presentations below:

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

Signature _____ Date _____

(Signature is not required if you apply through email.)

Send your application form to: Dr Qi Dong, Institute of Developmental Psychology,
Beijing Normal University
Beijing, P.R. China. Email: imh@bnu.edu.cn
Fax: (86) (10) 62 20 76 15