I am pleased to introduce the new Newsletter of the Jean Piaget Society. Last Spring we sent you the final issue of the Genetic Epistemologist and now we are sending the first issue of the Newsletter. It is our intention to use the Newsletter as a means for furthering communication among the members of the Society. In this issue you will find information about our upcoming meetings and guidelines for submitting proposals for Special Issues of Cognitive Development. We hope that you will use this Newsletter as a means of communicating about matters of importance to the Society.

It is our association with the journal Cognitive Development that precipitated the elimination of the Genetic Epistemologist and the introduction of the Newsletter. As you know, Cognitive Development is now the official journal of the Society and comes with your membership. Although it has taken a little while for the publisher to get the journal into a regular schedule of production, from now on you should be receiving issues in a timely fashion. I believe we are off to a good start. Cognitive Development is an excellent outlet for your best manuscripts. I know that our members have begun to submit articles to Cognitive Development in increasing numbers and I urge more of you to do the same. We have also published the first Special Issue on the topic of Constructivism Today (which Jonas Langer and I edited). A second Special Issue is underway under the editorship of Patricia Greenfield and Terezinha Nunes. It is on the topic of Cognitive Development: Implicit Conceptions of Communication, Learning, Cognitive Development, and Education. You are all invited and encouraged to submit proposals for Special Issues, which is a regular feature of the journal (see the Guidelines for Submissions in this Newsletter). I also encourage you to submit proposals if you want to organize one of the yearly meetings on a theme of your choosing. You may contact Cynthia Lightfoot, the Society’s Vice-President for Program Planning, to obtain information regarding the process for submission of proposals.

I am glad to report that the Society is currently doing very well. We are in a sound financial state and the number of members is high. I am sure that most have been satisfied with the intellectual quality of our meetings. In the past two years we had exciting meetings around themes connecting cognitive development to the biological side of things. The meeting in Berkeley in 2001 was on Biology and Knowledge Revisited: From Embryogenesis to Psychogenesis. The meeting in 2002, which was held in Philadelphia, was on The Embodied Mind and Consciousness: Developmental Perspectives. Both meetings were big successes. The next two meetings emphasize the social side of things. This year’s meeting on Play and Development is organized by Artin Goncu and Suzanne Gaskins and will be held in Chicago (see description in this Newsletter). Once again, the meeting will include a seminar on one of Jean Piaget’s books – Play, Dreams, and Imitation. The meeting in 2004, in Toronto, will be on the topic of Social Development, Social Inequalities, and Social Justice. I am one of the organizers, along with Judith Smetana and Cecilia Wainryb.
I look forward to seeing you this coming June in Chicago for an exciting meeting on play and development.

A final note: I was recently informed of the results of a survey conducted by *The Psychologist*, the monthly publication of The British Psychological Society. You might not be surprised to learn that Jean Piaget was judged to be the greatest psychologist of the 20th century.

Elliot Turiel
President, The Jean Piaget Society

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**JPS 2003**

**Play and Development in Chicago**

The theme of the 33rd Annual Meeting of the Jean Piaget Society is Play and Development. The invited program (organized by Artin Göncü of the University of Illinois at Chicago and Suzanne Gaskins of Northeastern Illinois University) will bring together psychological, cultural, evolutionary, and applied perspectives of play in an effort to provide an holistic understanding of play and its role in human development. Play has traditionally held a position of prominence in most developmental theories. Research from developmental psychology, education, anthropology, and sociology supports the claim that play makes significant contributions to development in a variety of domains, including affect, cognition, interpersonal relations, and language. The aim of the program of plenary talks and invited symposia by eminent scholars is to establish a new agenda for future play research—an agenda which recognizes play as a complex and situated activity and the player as an integral agent. The meeting will include a special feature seminar on Piaget’s Play, Dreams, and Imitation facilitated by several leading Piagetian scholars.

**Plenary Speakers**

Marc Bornstein (The National Institute of Child Health and Human Development) *Children at Work; Scientists at Play*

Artin Göncü (University of Illinois at Chicago) *Children’s Play as Cultural Interpretation*

Paul L. Harris (Harvard Graduate School of Education) *Hard Work for the Imagination*

Vivian Paley (Author and Educator) *What Happens When Play Disappears from the Early Childhood Classrooms?*

Anthony Pellegrini (Univ. of Minnesota) and Peter Smith (Univ. of London) *The Development and Function of Play: Rough-and-Tumble Play and Pretend Play*

Marjorie Taylor (University of Oregon) *Of Hobbes and Harvey: The Imaginary Companions Created by Children and Adults*

**Invited Symposia:**

Justine Cassell (MIT), organizer *Thinking Outside the Toybox: Technology, Play and Development*

Cyndi Dell Clark (Penn State Delaware County), organizer *Therapeutic Advantages of Play*

Suzanne Gaskins (Northeastern Illinois), organizer *The Cultural Construction of Play*

Robert Mitchell (Eastern Kentucky), organizer *Pretending in Animals*

Angeline Lillard (University of Virginia), organizer *Pretend Play and the Symbolic Mind*

Ageliki Nicolopoulou (Lehigh), organizer *Play and Narrative in the Process of Development*

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**JPS 2003—Conference Overview**

The complete conference program will be available shortly on the JPS web site. In the meantime, here is a listing of the sessions.

For information on accommodations, please visit our web site <piaget.org>

You can register for the conference using the attached mail-in registration form or register on-line at the JPS web site.

**Thursday, June 5**

**President’s Opening Remarks:**
Elliot Turiel, University of California–Berkeley

**Plenary Session 1: Hard work for the imagination**
Paul L. Harris, Harvard Graduate School of Education

**Symposium Session 1: Play & Development in a Child Care Center**
Organizer: Dominique Colinvaux, Universidade Federal Fluminense

**Invited Symposium 1: Play and Narrative in the Process of Development**
Organizer: Ageliki Nicolopoulou, Lehigh University

**Paper Session 1: Play Theory**

**Paper Session 2: Language**

**Symposium Session 2: Certainty and Necessity in the Understanding of Moral Concepts**
Organizers: Tobias Krettenauer, Humboldt University, Orlando Lourenço, University of Lisbon

**Invited Symposium 2: The Cultural Construction of Play**
Organizer: Suzanne Gaskins, Northeastern Illinois University

**Paper Session 3: Peer Relations**

**Paper Session 4: Biology**

**Symposium Session 3: Encountering oneself through play**
Organizers: Seth Surgan, Clark University, Micheline Silva, Clark University

**Invited Symposium 4: Developing a (Male) Sense of a
(Heterosexual) Self
Organizer: Michael Bamberg, Clark University

Poster Session 1

Paper Session 5: Play at school

Paper Session 6: Spatial and Mathematical Reasoning

Plenary Session 2: What happens when play disappears from the early childhood classrooms?
Vivian Paley (Author and Educator)

Friday, June 6

Symposium Session 5: Play as Socio-Political Process in Youth
Organizer: Colette Daiute, The Graduate Center, CUNY
Discussant: Michael Bamberg, Clark University

Invited Symposium 3: Pretend play and the symbolic mind
Organizer: Angeline Lillard, University of Virginia

Organizer: Eric Amsel, Weber State University

Paper Session 7: Early childhood play

Plenary Session 3: Children’s play as cultural interpretation
Artin Göncü, University of Illinois at Chicago

Symposium Session 7: Transition to Literacy Through Language
Organizer: Elaine Reese, Clark University
Discussant: Patton Tabors, Harvard Graduate School of Education

Invited Symposium 4: Therapeutic Advantages of Play
Organizer: Cindi Dell Clark, Penn State Delaware County

Symposium Session 8: Contextual Influences on Collaboration in Play
Organizer: Susan L. Golbeck, Rutgers University
Discussant: Richard De Lisi, Rutgers University

Symposium 9: Novelty and directionality in developing systems
Organizer: Maria Lyra, University of Pernambuco
Discussants: Michael Chandler, University of British Columbia, Michael Mascolo, Merrimack College

Plenary Session 4: The development and function of play: Rough-and-tumble play and pretend play
Anthony Pellegrini, University of Minnesota
Peter Smith, University of London

Symposium Session 10: Watching our language: Peering at reform, teaching, and learning through the lenses of “work” and “play”
Organizers: Dirck Roosevelt, Univ. of Michigan, Helen Featherstone, Michigan State
Discussant: Eleanor Duckworth, Harvard University

Discussion Session: Book discussion session: Jean Piaget’s Play, Dreams, and Imitation

Paper Session 8: Methods and Measures

Paper Session 9: Culture and Education

Saturday, June 7

Symposium Session 11: Development in Digital Social Worlds: In Memory of Rodney R. Cocking
Organizer: Patricia Greenfield, UCLA
Discussant: Sandra Calvert, Georgetown University

Symposium Session 12: Playing the Meso- and South-American way
Organizer: Kristine Jensen de López
Discussant: Suzanne Gaskins, Northeastern Illinois University

Symposium Session 14: Change Mechanisms in Microdevelopment
Organizers: Nira Granott, Tufts University, Michael F Mascolo, Merrimack College
Discussant: Kurt Fischer, Harvard University

Paper Session 11: Self and Culture

Plenary Session 5: Of Hobbes and Harvey: The imaginary companions created by children and adults
Marjorie Taylor, University of Oregon

Symposium Session 13: On Cognitive Development
Organizer: Leslie Smith, Lancaster University

Invited Symposium 5: Thinking outside the toybox: Technology, play, and development
Organizer: Justine Cassell, MIT

Paper Session 12: Play and Culture

Paper Session 13: Conceptions of Mental Life

Paper Session 10: Education

Invited Symposium 6: Pretending in animals
Organizer: Robert Mitchell, Eastern Kentucky University

Poster Session 2

Paper Session 14: Play and Technology

Plenary Session 6: Children at work; scientists at play
Marc Bornstein, The National Institute of Child Health and Human Development

JPS 2004

Social Development in Toronto

The 2004 Annual Meetings of the Jean Piaget Society will focus on Social Development, Social Inequalities, and Social Justice. The meeting is organized by Cecilia Wainryb, Elliot Turiel, and Judith Smetana and will take place in Toronto from June 3-5, 2004. The plenary speakers are Martha Nussbaum (University of Chicago), Claude Steele (Stanford University), Elliot Turiel, Presidential Address (University of California, Berkeley), Unni Wikan (University of Oslo), and Edward Zigler (Yale University). This meeting brings together scholars from different disciplines to discuss their ideas and research on social hierarchies and social justice and to connect those ideas to theory and research on social development.
In recent years, there has been resurgence of concern among philosophers and social scientists with issues of social justice as they pertain to social hierarchies embedded in societal arrangements and cultural practices. Philosophers and anthropologists have approached the study of social hierarchy and social justice on the assumptions that human reasoning is central to morality, that people make judgments about cultural practices, and that conflicts and discontents exist in the context of inequalities and injustices. These are issues with substantive psychological components that have been addressed in recent research by developmental and social psychologists, who have documented the distinct orientations of people who are situated in different positions in society, such as women, people of lower socio-economic classes, and minorities.

In turn, theory and research from social and developmental psychology inform philosophical analyses of social justice and anthropological analyses of social hierarchies within cultures. Social psychological research has examined the effects of inequalities, such as minority status and stigma, on social behavior and competence. There have also been large-scale attempts, through intervention studies and social policies, to address societal inequalities and social injustices, and the effects of these interventions have been brought to bear on our understanding of children’s social development. Developmental studies have examined the origins of social opposition in childhood and social judgments leading to scrutiny of social practices. They also have examined conflicts around practices judged unfair, discontents on the part of those in lower or subordinate positions in the social hierarchy, and a multiplicity of orientations to social interactions and societal arrangements that defy generalizations regarding cultural orientations. This meeting will bring together these different philosophical, anthropological, and psychological perspectives for discussions on interrelated topics that have been addressed within each discipline.

Information about the 2004 meeting will be published on the website <piaget.org> as it becomes available. A Call for Program Proposals will be issued in September 2003.

How to edit a Special Issue of Cognitive Development

Each year the Society produces a special issue of our journal Cognitive Development under the direction of a guest editor. The following guidelines are intended to assist prospective guest editors in formulating a proposal and editing an annual special issue.

Focus

The Special Issue should concern a topic central to the interest of the JPS membership. The issue represents the annual contribution of the Society. Theoretical and empirical scholarship will be considered.

Format

Generally we are seeking a series of related articles rather than other formats, though these would be considered if well justified. Proposals based on conference symposia can be submitted.

Process

Submission: Potential guest editor should submit a two-three page proposal to the Publications Committee Chair for review by the publications committee and subsequent approval by the JPS Board.

The proposal should include:

- suggested title
- description of the theme
- statement regarding the relevance and interest of the theme to the JPS membership and general readers of Cognitive Development
- list of potential invited contributors and brief description of their individual papers (please note that except under unusual circumstances, we expect that guest editors will not author or co-author a paper)
- list of three to four colleagues who could potentially act as an ad hoc review committee, as well as a brief description of their background
- timeline indicating when the guest editor plans to receive the articles, have them reviewed, received and proposed date for when the entire volume would be ready for publication.

Review: All manuscripts will be submitted to the Guest Editor. The Guest Editor will then seek two independent reviews for each manuscript. These external reviews will be returned to the Guest Editor who will then write an action letter to each author. Revisions will be returned to the Guest Editor who will make a decision as to the readiness of the paper for publication. The guest editor will forward the completed Special Issue on to the editor of Cognitive Development.

For more information, please contact Nancy Budwig <nbudwig@clarku.edu>

From the Editor

This is the first issue of the annual JPS Newsletter. If you have items or announcements that would be of interest to our membership, please send them to me by e-mail <lalonde@uvic.ca> or by regular mail at the address below. Suggestions for a name for this publication would be most welcome. I would like to acknowledge the skill and effort that Theo Dawson put into designing this newsletter.

Chris Lalonde
Dept. of Psychology, University of Victoria
PO Box 3050
Victoria, BC, Canada V8W 3P5
The theme of the 33rd Annual Meeting of the Jean Piaget Society is Play and Development. The invited program (organized by Artin Göncü of the University of Illinois at Chicago and Suzanne Gaskins of Northeastern Illinois University) will bring together psychological, cultural, evolutionary, and applied perspectives of play in an effort to provide an holistic understanding of play and its role in human development. Play has traditionally held a position of prominence in most developmental theories. Research from developmental psychology, education, anthropology, and sociology supports the claim that play makes significant contributions to development in a variety of domains, including affect, cognition, interpersonal relations, and language. The aim of the program of plenary talks and invited symposia by eminent scholars is to establish a new agenda for future play research—an agenda which recognizes play as a complex and situated activity and the player as an integral agent. The meeting will include a special feature seminar on Piaget's *Play, Dreams, and Imitation* facilitated by several leading Piagetian scholars.

**Hotel & Travel**

The conference will take place at the Holiday Inn Chicago–Mart Plaza, Chicago, Illinois. The hotel is located in downtown Chicago just 45 minutes from O'Hare and Midway airports. An airport shuttle stops at the hotel twice per hour (15 minutes past the hour and 15 minutes to the hour) beginning at 5:15 am until 10:15 pm.

**Holiday Inn Chicago–Mart Plaza**

350 N. Orleans Street
Chicago, IL 60654
Tel: +1 312 8365000
Fax: +1 312 2229508
http://chicago.martplaza.holiday-inn.com/

Room rates: $125 for 1-4 people in a room (if booked before May 15, 2003). When making reservations, please be sure to state that you are with the Jean Piaget Society conference. Car parking is $18/day.

Pre-registration ends May 1, 2003
Registration fees increase after May 1
Register on-line at: www.piaget.org

**Featured presentations**

**Thursday, June 5**

- President's remarks: *Elliot Turiel* (University of California–Berkeley)
- Plenary Session 1: *Paul L. Harris* (Harvard Graduate School of Education)—Hard work for the imagination

**Friday, June 6**

- Invited Symposium 1: *Ageliki Nicolopoulou* (Lehigh University), organizer—Play and narrative in the process of development
- Invited Symposium 2: *Suzanne Gaskins* (Northeastern Illinois University), organizer—The cultural construction of play
- Plenary Session 2: *Vivian Paley* (Author and Educator)—What happens when play disappears from early childhood classrooms?

**Saturday, June 7**

- Plenary Session 5: *Marjorie Taylor* (University of Oregon)—Of Hobbes and Harvey: The imaginary companions created by children and adults
- Invited Symposium 5: *Justine Cassell* (MIT), organizer—Thinking outside the toybox: Technology, play and development
- Invited Symposium 6: *Robert Mitchell* (Eastern Kentucky University), organizer—Pretending in animals
- Plenary Session 6: *Marc Bornstein* (The National Institute of Child Health and Human Development)—Children at work; scientists at play

**Conference Registration Form**

You may register for the Annual Meeting on the JPS web site <www.piaget.org> or by mailing this form to:

Cecilia Wainryb
Treasurer, Jean Piaget Society
Psychology, University of Utah
390 South 1530 east, Room 502
Salt Lake City, UT 84112-0251
Registration Fees: (please check one)

**Conference Fee Only—Current Member**
(If your 2003 dues have already been paid)

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**Conference Fee plus Membership Dues**  
*All fees are in US dollars (Includes 1-year membership in JPS)*

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**Membership directory**

I consent to have my name, mailing and e-mail addresses published on the JPS web site.  
☐ Yes  ☐ No

**Receipts & Program**

Official receipts and the meeting program will not be mailed. These will be part of your on-site information package. The meeting program will also be available on the JPS web site.

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Jean Piaget Society
Psychology, University of Utah
390 South 1530 East, Room 502
Salt Lake City, UT 84112-0251

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**Payment Method**

☐ Check or Money Order (checks must be in US dollars drawn on an affiliate of a United States Bank).

☐ VISA  ☐ MasterCard

Card Number

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Note: Non-Member registration includes a full one-year membership in the Jean Piaget Society. Members receive 4 issues of the official JPS journal Cognitive Development (an $85 value), the annual JPS newsletter, and the annual JPS conference volume published by LEA (a $60 value). Students can elect to join with or without the added cost of the journal. Students must include proof of student status.

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NAME

INSTITUTIONAL AFFILIATION

STREET ADDRESS

CITY  STATE/PROVINCE  COUNTRY

PHONE  FAX  E-MAIL