## Contents

**Preface** 

1.	From Genetic Epistemology To Historical Epistemology:	
	Kant, Marx, and Piaget	1
	Marx W. Wartofsky	
	From Kant to Piaget 2	
	About Norms 7	
	Toward a Historical Epistemology 15	
2.	Development Of Knowledge About Intermodal Unity: Two	
	Views	19
	Eleanor J. Gibson	
	The Problem of Unity 19	
	Two Views 21	
	Discovery of Intermodal Properties 25	
	Multimodal Invariant Properties 29	
	Modal Properties 37	
	Summary and Hypotheses 37	
3.	Constraints On The Development Of Intermodal	
	Perception	43
	Elizabeth S. Spelke	
	Piaget's Theory 44	
	Gibson's Theory 46	
	Conclusion 47	
		V

ix

4.	Some Thoughts On Semantic Development  David S. Palermo	49
	The Structure of Concepts 51	
	Meaning and the Ambiguity of Experience 61	
	Metaphor and Meaning 69	
	Summary 74	
5.	The Implications Of A Semantic Theory For The	
	Development of Class Logic	79
	Ellin Kofsky Scholnick	
	The Challenge to Piagetian Theory 79	
	Classification Research 81	
	Implications of the Data 84	
6.	Structural Invariants In Development	97
	Jean M. Mandler	
	Schemata 100	
	Acquisition of Schemata 104	
	The Use of Schemata in Processing 109	
	Schemata and Domain-Specific Knowledge 113	
	Conclusions 118	
7.	Cognitive Development Is Structural And	
	Transformational—Therefore Variant	125
	Irving E. Sigel	
	Structure 127	
	Representation 129	
	Schema 130	
	Implications of Definitional Differences 134	
	Summary and Conclusions 138	
8.	Newton, Einstein, Piaget, And The Concept Of Self: The	
	Role Of The Self In The Process Of Knowing	141
	Michael Lewis	
	Making Sense of the World 143	
	The Knower or Self 146	
	Newton, Einstein, and Quantum Mechanics 150	
	The Relationship Between Knower and Known 155	
	Social Cognition and the Role of the Self 159	
	Egocentrism and Private Acts 168	

9. Infant Social Cognition: Self, People, And Objects	179
Roberta Michnick Golinkoff	
The Nature of the Self: Existential and Categorical 179	
The Distinction Between Social and Nonsocial	
Objects 182	
The Nature of Communication in the First Year of	
Life 184	
Summary and Conclusions 196	
10. The Role Of Knowledge And Ideation In The	
Development Of Delay Capacity	201
Walter Mischel	
Children's Knowledge of Psychology 201	
Children's Knowledge of Self-Control 205	
Theories of Mechanisms Underlying Delay	
Capacity 206	
Studying Attention to the Rewards: Some Unexpected	
Effects 207	
Cognitive Distraction From the Real Rewards Facilitates	
Delay 209	
Symbolically-Presented Rewards Facilitate Delay 212	
Transforming the Stimulus By Cognitive	
Operations 216	
Studying Children's Developing Knowledge of Delay	
Rules 219	
The Development of Self-Control Competencies 220	
Hot Versus Cool Ideation Preferences in Nondelay	
Context 223	
The Metacognition of Delay: Conclusions 223	
Effective Delay as a Person Variable 225	
Conclusions 227	
11. Learning And Development Through Social Interaction	
And Conflict: A Challenge To Social Learning Theory	231
Frank B. Murray	
A Challenge to Social Learning Theory 233	
Author Index 249	
Subject Index 257	