

Anthropology (H)

The Arctic and Subarctic Archeology and Ethnology Symposium (29–30 December) had as its theme “culture contacts and consequences.” It treated the contacts of native Indian and Eskimo populations and various European and American-Canadian agents and agencies, as they occurred in time, beginning with the prehistoric period. The underlying basis for this interdisciplinary symposium was the impression that various important contact situations between prehistoric Eskimo and Indian groups, and, between missionaries, miners, trappers, and government agents and agencies and native groups, have not been sufficiently studied in order to describe in adequate terms the resulting impact they had on each other.

One of the valuable results of the symposium was the challenge of archeologists to attempt to relate their analyses of site reports to broader issues concerning which Arctic peoples actually produced the artifacts, and to investigate cultural processes in the past by using ethnological theory and method. Historical-minded ethnologists suggested that archeologists work backward from the early historic contact period for which records describing native culture are available to the prehistoric periods that preceded the contact situation. Thus, collaboration between ethnologists and archeologists became an important issue during the discussions.

In the second session, the historical period, ethnologists and geographers predominated, and observers were impressed by the rich potentialities for research that existed in missionary, fur trading, and whaling records that, as yet, have hardly been properly examined. The possibilities of reconstructing the contact process were shown in the pioneer papers used to illustrate this point.

In the third session, the recent period, new ground was broken (i) in the study of urban phenomena as it affects native ecological adaptations, (ii) in the study of the missionary as a culture agent, and (iii) in the identification of a new group of Metis population in the Canadian north, an extremely important group that has hardly been mentioned in recent research reports.

One of the concrete achievements of the symposium was the organization of

a special committee on historical records, with the purpose of discovering where such records are to be found and how they can be made available to scholars. The committee members are: Katherine McClellan (University of Wisconsin), James W. Van Stone (University of Toronto), and Don C. Foote (McGill University).

It is planned to publish these papers shortly. Two journals have already expressed interest in them—*Anthropologica* and *Arctic America*.

JACOB FRIED, *Program Arranger*

Psychology (I)

Early Experiential Deprivation and Enrichment and Later Development.

A symposium of Section I, cosponsored by the Society for Research in Child Development, was held in Montreal, 29 December 1964.

In the words of one of the participants, Susan W. Gray (George Peabody College for Teachers) “one of the greatest problems facing society today is the progressive retardation in intellectual ability and in school performance shown by culturally deprived children as they go through the years of public education. They begin first grade at a disadvantage, and by the eighth grade are usually two to three years behind in school achievement.” The symposium approached this problem on a broader basis than school achievement, and phylogenetically as well as ontogenetically, because developmental issues in the human organism are not always susceptible to precise laboratory control, and because comparative studies often indicate fruitful questions to be raised at higher phyletic levels.

J. M. Warren (Pennsylvania State University) pointed out that both rats and kittens handled by humans during infancy are later less fearful of new and strange situations and take longer to learn avoidance responses. They are less fearful and more positively oriented to their environment than nonhandled animals. Kittens subjected to enriched conditions of movement, exploration, and manipulation of objects are later more active and perform in a superior manner on the Hebb-Williams maze.

Rhesus monkeys, studied by Ugene Sackett (University of Wisconsin Primate Laboratory), show that stimulus

deprivation in infancy produces an adult animal that is inactive, prefers visual stimulation and manipulatory opportunities of low complexity, shows little exploration of his environment, and withdraws from social contact. The reverse is true of animals reared under conditions of complex stimulation.

Gray used special summer nursery school training for children from culturally meager homes in the cognitive skills of identifying, naming, making comparisons, and in manipulating toys, puzzles, and construction materials. She also trained their mothers to help them use pictures, books, crayons, and simple construction materials at home. Two years of such effort produces children who start school with intellectual and cognitive skills well above those predicted from tests at age three. Moreover, control children from the same backgrounds, without such special preschool experiences start school at a level below that predicted from their status at age three. They have thus actually lost ground in the two and a half years preceding school entrance, while the experimental children have gained significantly above expectation and approach levels expected of the average American child.

Robert Hess (University of Chicago) is investigating the typical dimensions of family linguistic and training factors which may account for cognitive and intellectual skill differences. Comparisons of the speech behavior of mothers and of the psychological characteristics of mother-child interactions in “teaching” situations show middle class mothers to be well ahead of lower class mothers in number of words used, in use of abstract or classificatory in relation to concrete or naming words, in the use of a language of classes and categories, and in complexity of language structure. Thus they provide more elaborate codes by which their children may treat their experiences. Such differences are also reflected in tests of concept utilization, wherein middle class mothers clearly use more objective and detached, more general and abstract terms than lower class mothers, who prefer statements of simple relational descriptions.

Clearly, a new and vigorous attack is being made on identifying the nature of “intelligence” at various phyletic levels. While it is much too early

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