

Harry Beilin, Professor Emeritus
City University of New York, Graduate School
365 Fifth Avenue
New York, New York 10016

Tel. 2128178734
e-mail: hbeilin@gc.cuny.edu

EDUCATION

Columbia University	PhD	1952
Columbia University, Teachers College	MA	1949
Brooklyn College	BA	1946

PROFESSIONAL POSITIONS

CUNY, Graduate School	Professor	Developmental	1995-
	Emeritus	Psychology	
CUNY, Graduate School	Professor	Developmental	1968-
		Psychology	1995-
Brooklyn College, CUNY	Lecturer to	Education	1956-
	Professor		1968
University of Minnesota	Research Associate	Inst. Child Dev.	1953
			1956
University of Connecticut	Instructor	Counseling Psychol.	1952
			1953

EDITORIAL POSITIONS

1988- Present Editor, Consulting Lawrence Erlbaum Assoc., Publisher
1977- 1988 Editor, Developmental Psychology Series, Academic Press
1971-1974 Editor, J. of Experimental Child Psychology
1965-1971 Editorial Board, JECP
1990-1996 Editorial Board, Cognitive Development (J.)

ADMINISTRATIVE POSITIONS

1969-1971 Program Head, Developmental Psychology Doctoral
Program, CUNY
1969-1970 Program Head, Educational Psychology Doctoral Program,
CUNY
1969-1971 Director, NICHD Training Grant (CUNY Developmental Program)

Research Grants

1979-1981 NSF-NIE JOINT Program (SED 7912809) "Strategies and
structures in understanding geometry."

1964-1972 National Institute of Child Health and Human Development (

HD 00925-04-11) "Language and the development of logical operations."

1962-1964 National Institute Mental Health (M- 5691-01-03)
"Learning and the generalization of logical operations." '

Professional Organizations

Fellow, American Psychological Association. Div. of Experimental Psychology; Div. of Developmental Psychology
Fellow, Society of Research in Child Development
Fellow, Assoc. for the Advancement of Science
Fellow, N.Y. Academy of the Sciences
Past Member, Board of the Jean Piaget Society

Consultantships

1962- Boys Clubs of America;
School Mathematics Study Group, Stanford;
Institute for Developmental Studies, N.Y. Medical College;
Center for Urban Education, Committee on Intellectual Functions and Cognitive Development;
U.S. Office of Education, Bureau of Research; Visiting Examiner, Swarthmore College
External Evaluator, SUNY, Stony Brook Psychology Department;
Advisory Board, University of Georgia, Center for the Study of Learning and the Teaching of Mathematics.

Other

1966-1967 Visiting Scholar, University of London. Institute of Education

Publications

Books

- (1992) Beilin, H. & Pufall, P.B. (Eds.) *Piaget's theory and possibilities*. Hillsdale, N.J.: Erlbaum Assoc.
(1975) *Studies in the cognitive basis of language development*. New York: Academic Press.

Chapters in Books

- (1994) Mechanisms in the explanation of developmental change. In H. W. Reese (Ed.) *Advances in Child Development and Behavior*, 25.
(1992) Piaget's new theory. In Beilin, H. & Pufall P.B. *Piaget's Theory: Prospects and possibilities*. Hillsdale, N.J. Erlbaum.
(1991) -and Pearlman, E.G. Children's iconic realism: Object versus Property realism. In H.W. Reese (Ed.) *Advances in Child Development and Behavior*. 23, 73-111.

- (1991) Developmental aesthetics and the psychology of photography. In R.M. Downs, L.S. Liben & D.S. Palermo (Eds.) *Visions of aesthetics, the environment and development*. Hillsdale, N.J.: Erlbaum.
- (1989) Piagetian theory. In R. Vasta (Ed.) *Six Theories of child Development: Revised formulations and current issues. Annals of Child Development Vol. 6*. Greenwich, CT.” JAI Press.
- (1987) Current trends in cognitive development research; Towards a new synthesis. In B. Inhelder, D. de Caprona & A. Cornu-Wells (Eds.) *Piaget Today*. Hillsdale, N.J.: Erlbaum.
- (1985) Dispensable and indispensable elements in Piaget’s theory. On the core of Piaget's research program. In J. Montangero, *Genetic epistemology: Yesterday and today*. New York, NY.: CUNY Graduate School.
- (1985) The psychology of mathematics learning: Past and present. In H. Beilin (Issue Ed.) New trends in mathematics education: A Psychological perspective. *Education and Urban Society*, 17, pp. 77-385.
- (1984) Functionalist and structuralist research programs in developmental psychology: Incommensurability or synthesis? In H.W. Reese (Ed.) *Advances in Child Development and Behavior*, Vol 18. Pp. 245-257.
- (1984) Overton and Palermo's relativism: One step forward, two steps back. In H.W. Reese (Ed.) *Advances in Child Development and Behavior*, Vol 18, Pp. 285-291.
- (1984) Cognitive theory and mathematical cognition: Geometry and Space. In B. Gholson & T.R.L. Rosenthal (Eds.) *Applications of Cognitive development theory*. N.Y.: Academic Press.
- (1983) The new functionalism and Piaget's program. In E.K. Scholnick (Ed.) *New trends in conceptual representation*. New York: Academic Press.
- (1981) Language and thought: Thistles among the sedums. In I.E. Sigel, D.M. Brodzinsky & R.M. Golinkoff (Eds.) *New directions in Piagetian theory and practice*. Hillsdale, N.J. Erlbaum.
- (1981) Piaget's theory: Refinement, revision, or rejection? In H. Spada & R. Kluwe (Eds.) *Developmental models of thinking*. New York: Academic Press.
- (1978) (With G. Gholson) A developmental model of human learning. In H.W. Reese & L.P. Lipsett (Eds.) *Advances in Child Development And Behavior*. Vol. 13. New York, N.Y.: Academic Press.
- (1978) Inducing conservation through training. In G. Steiner (Ed.) *Psychology of the 20th Century. Vol. 7. Piaget and beyond*. (In German) Zurich: Kindler.
- (1976) Linguistic, logical and cognitive models in learning Mathematical concepts. In A.R. Osborne (Ed.) *Models for learning Mathematics*. Columbus, Ohio: ERIC/SMEAC.
- (1973) Future research in mathematics education: The view from Developmental psychology. In R. Lesh (Ed.) *Cognitive Psychology and the mathematics laboratory*. Columbus, Ohio:

ERIC/SMEAC.

- (1972) Development of the number lexicon in young children. In F.J. Monks, W.W. Hartup & J. De Witt (Eds.) *Determinants of Behavioral development*. New York: Academic Press.
- (1972) The status and future of preschool compensatory education. In J.C. Stanley (Ed.) *Preschool programs for the disadvantaged: Five Experimental approaches to early childhood education*. Baltimore,Md.: Johns Hopkins University Press.
- (1971) The development of physical concepts. In T. Mischel (Ed.) *Cognitive development and epistemology*. New York: Academic Press.
- (1971) The training and acquisition of logical operations. In M.F. Roskopf, L.P. Steffe & S. Taback (Eds.) *Piagetian cognitive Developmental research and mathematics education*. Washington, D.C.: National Council of Teachers of Mathematics.
- (1971) Developmental stages and developmental processes. In D.R. Green, M.F. Ford & G.B. Flamer (Eds.) *Measurement and Piaget*. New York: Mc Graw-Hill Co.
- (1969) Stimulus and cognitive transformations in conservation. In D. Elkind & J.H. Flavell (Eds.) *Studies in cognitive development: Essays in honor of Jean Piaget*. Oxford University Press.

Published Book Reviews (Selected)

- (1990) Review of Piaget & Garcia's, Psychogenesis and the history of Science. *Contemporary Psychology*, 35, 654-656.
- (1990) Review of A. Demetriou (Ed.) The neo-piagetian theories of cognitive development: Toward an integration. *Contemporary Psychology*, 35, 776-777.
- (1989) Review of M.Chapman, Constructive evolution: Origins and development of Piaget's thought. *Child Development and Behavior Abstracts*, 63, 142-143.
- (1987) Review of M. Perlmutter (Ed.) Perspectives in intellectual development: Minnesota symposia on child development. Vol 19. *Contemporary Psychology*, 32, 1010-1012.
- (1986) Review of J.-C. Brief, Beyond Piaget: A philosophical psychology. *Teachers College Record*, 88, 115-117.

Papers (Presentations at professional meetings are omitted)

- (1996) Beilin, H. Mind and meaning: Piaget and Vygotsky on causal explanation. Human Development, 39, 277-286.
- (1994) Futterweit L.R. & Beilin, H. Recognition memory for movement in Photographs: A developmental study. *Journal of Experimental Child Psychology*, 57, 163-179.
- (1992) Ricco, R. & Beilin, H. Operativity and the superordinate Categorization of artifacts. *Journal of Experimental Child Psychology*, 54, 334-354.

- (1992) Piaget's enduring contribution to developmental psychology. (APA Centennial Series) *Developmental Psychology*, 28, 191-204.
- (1991) Byrnes, J. & Beilin, H. The cognitive basis of uncertainty. *Human Development*, 34, 189-203.
- (1990) Piaget's theory: Alive and more vigorous than ever. *Human Development*, 33, 362-365.
- (1989) Commentary. (On Halford's Paper), *Human Development*, 32, 358-362.
- (1988) Commentary. (On Davidson's Paper), *Human Development*, 31, 242-244.
- (1988) Beilin, H. & Futterweit, L. On pictorial representation. *The Genetic Epistemologist*, 16, 15-22.
- (1987) Seitz, J. & Beilin, H. The development of comprehension of physiognomic metaphor in photographs. *British Journal of Developmental Psychology*, 5, 321-331.
- (1985) Dispensable and core elements in Piaget's research program. *The Genetic Epistemologist*, 13, 1-16.
- (1984) Seidman, S. & Beilin, H. Effects of media on picturing in children and adults. *Developmental Psychology*, 20, 667-672.
- (1983) Kose, G., Beilin, H. & O'Connor, J. Children's comprehension of action depicted in photographs. *Developmental Psychology*, 19, 636-643.
- (1983) Development of photogenic comprehension. *Art Education*, 36, 28-33.
- (1982) Children's comprehension of photographic representation. *Review of Research in Visual Arts Representation*, 15, 55-60.
- (1981) (with O'Connor, J. & Kose, G.) Children's belief in photographic fidelity. *Developmental Psychology*, 17, 859-865.
- (1980) On learning of Jean Piaget's death: An appreciation. *The Genetic Epistemologist*, 3-4.
- (1976) Katz, H. & Beilin, H. A test of Bryant's claims concerning the young child's understanding of quantitative invariance. *Child Development*, 47, 877-880.
- (1975) Blake, J. & Beilin, H. The development of same and different judgements. *Journal of Experimental Child Psychology*, 19, 177-194.
- (1969) (and Kagan, J.) Pluralization rules and the conceptualization of number. *Developmental Psychology*, 1, 697-706.
- (1968) Cognitive capacities of young children: A replication. *Science*, 162, 920-921.
- (1967) (and I.S. Gilman) Number language and number reversal learning. *Journal of Experimental Child Psychology*, 5, 263-277.
- (1967) Developmental determinants of word and nonsense anagram solution. *Journal of Verbal Learning and Verbal Behavior*, 6, 523-526.
- (1966) (and H.L. Levine) Word and nonsense anagram solution with tachistoscopic stimulus presentation. *Psychonomic Science*, 6, 171, 172.
- (1966) Feedback and infralogical strategies in invariant area conceptualization. *Journal of Experimental Child Psychology*, 3, 267-278.
- (1966) (and Kagan, J. & Rabinowitz) Effects of verbal and perceptual training on water level representation. *Child Development*, 37, 317-339.
- (1965) Learning and operational convergence in logical thought development. *Journal of Experimental Child Psychology*, 2, 317-339.
- (1964) Perceptual-cognitive conflict in an invariant area concept. *Journal of Experimental Child Psychology*, 1, 208-266.
- (1962) (and I. Franklin) Logical operations in area and length measurement: Age and training effects. *Child Development*, 33, 607-618.
- (1962) (and Horn, R.) Transition probability effects in anagram problem solving. *Journal of Experimental Psychology*, 63, 514-518.
- (1959) Teacher's and clinician's attitudes toward the behavior problems of children. *Child*

- Development, 30, 9-25.
- (1956) The pattern of postponability and its relation to social class mobility. *The Journal of Social Psychology*, 1956, 44, 33-48.
- (1955) The application of general developmental principles to the vocational area. *Journal of Counseling Psychology*, 2, 53-57.

(AND OTHERS)

Addendum-Chapter in Book

- 2000 (With G. Fireman) The foundation of Piaget's theories: Mental and physical action. In H.W. Reese (Ed.) Advances in Child Development and Behavior. Vol, 27.

Addenda- Articles

- 1999 Understanding the photographic image. I. of Applied Development Psychology, 20 (1). 1-30.
- 1999 Is Piaget truly an epistemologist? Commentary. (On L. Smith's paper on Piaget and Frege) New Ideas in Psychology, 17, 119-121.
- 1994 Metaphor: What for? (Commentary on Overton's paper). Psychological Inquiry, 5, 238-259.