

¹⁰M.D.S. Ainsworth. "The Development of Infant-Mother Attachment." *Review of Child Development Research*, Vol. 3. B.M. Caldwell and H.N. Ricciuti, eds. (Chicago: University of Chicago Press, 1973) 1-94.

¹¹Alicia Loraine Dunn. *Relationships Between Measures of Convergent and Divergent Thinking and the Play Behaviors of Preschool Children*. Unpublished Master's Thesis. (Ames: Iowa State University, 1983).

Critique

Zbaracki's thought provoking discussion suggests one way in which the Southeast Asian, now American, community can enhance our understanding of a world view entirely different from our own and the ways in which it is taught. Their insistence on keeping the young baby, toddler, and pre-schooler in the company of affectionate adults demonstrates their belief in human beings as integral members of a community (or extended family group) first and foremost. Familial bonds in a foreign setting such as the American Mid-west could be seen as one way to give new born children a sense of an ethnic self esteem, a specific Southeast Asian history, and a degree of protection from the alienation and commercial materialism that afflicts middle class American children at comparable ages.

Learning to share and to care for other people in a closely knit communal environment is an assurance of an individual's and a group's survival. Ethnic American communities such as Afroamerican, Hispanic, and American Indian have known and have practiced this belief in childrearing as a defense against racism and its resultant poverty. When compared to these groups, Southeast Asians would appear no different in this one respect. Middle class American child-rearing practices are in a constant state of flux, however. As more and more balanced discussions and comparative studies are completed (such as the one Zbaracki has started for us here), cross cultural borrowing beneficial to everyone will take place.

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