

Howe, M.L., Brainerd, C.J., & Reyna, V.F. (1992). *Development of Long-Term Retention*. New York: Springer-Verlag.

For a number of decades now the study of children's memory development, with few exceptions, has been synonymous with the development of processes that lead to the initial encoding and immediate retention of information. Although there is little doubt that the study of such acquisition processes is central to understanding memory development, the long-term retention of previously encoded information represents at least as important a component of children's memory. Indeed, as both students of memory development and educators, our interest is in the maintenance and utilization of knowledge over considerable periods of time, not just in the immediate (e.g., classroom) context. Clearly, then, without an understanding of how recently acquired information is maintained in memory over extended periods of time, our theories of long-term memory development remain incomplete at best.

Although children's forgetting and reminiscence was a topic of inquiry early in this century, it is only recently, due in part to the current controversy concerning the reliability of children's eyewitness testimony, that the study of long-term retention has resurfaced in scientific literature. The purpose of this volume is to draw together some of the principals in this resurgence to summarize their recent research programs, present new and previously unpublished findings from their labs, and outline the issues they believe are important in the study of children's long-term retention. In so doing, we hope to underscore the importance of examining ontogenetic changes in long-term retention processes in their own right. We also hope that this volume acts as a catalyst, encouraging others to get involved in this often neglected area of study and participate in the formalization of a more extended theory of memory development in childhood.

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