

A CHILD'S WORLD

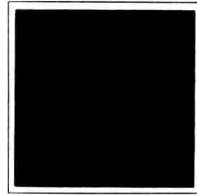
DIANE E. PAPALIA • SALLY WENDKOS OLD



A CHILD'S WORLD

INFANCY THROUGH ADOLESCENCE

DIANE E. PAPALIA
University of Wisconsin-Madison



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*To our parents,
Madeline and Edward Papalia
and Leah and Samuel Wendkos,
for their unfailing love, nurturance, and
confidence in us, and for their abiding conviction
that childhood is a wondrous time of life.*

And in loving memory of Robert A. Fry.

—D. E. P. and S. W. O

To Mona and Blair Bolles

—E. B. B.

PREFACE

In the preface to the third edition of *A Child's World*, we described the way this book continues to develop—just as do Vicky and Jason, the typical children you will come to know well through these pages. In some ways, this fourth edition of this book is much like the earlier editions—just as children of any age continue to display many of the same characteristics they were born with. Yet there are some important differences. In addition to keeping up with the newest research in a rapidly expanding discipline, we have sharpened our focus in several areas.

Our Aims for This Edition

Our ultimate goal for this edition remains the same: to make the study of child development come alive for those of you with a professional interest in children, for those of you who have an intellectual curiosity about the way we all develop from conception through adolescence, and, of course, for those of you who will be rearing children or have already raised your families.

One way we work toward this goal is by telling stories about “Vicky” and “Jason”—incidents from the lives of real children (most of whom are children the authors know well) which illustrate important principles in child development. Another way is by offering many specific examples instead of vague or abstract generalities. A third way is by continuing to present the most important theories and research findings in the field, always with a special emphasis on how they can be used. We know that you want to know how

this information can help you as you teach, examine, interview, test, heal, counsel, or otherwise deal with children.

To meet our goal, we are still asking the same basic questions: What factors influence the way children develop? What can adults do to help children realize their potential? How much control do children exert over their own lives? What aspects of development are typical for most children? In what ways is each child unique? What is normal? What is cause for concern?

We are also asking some new questions and coming up with some new answers. This revision represents a major updating of the literature, as we discuss new research and new theories. More than half of this book consists of new information or new interpretations; virtually every topic has been updated. Furthermore, we have expanded our efforts to synthesize research findings and to help students interpret them and think critically about controversial issues. Our continued work on two other college textbooks—*Human Development* (for courses in development throughout the lifespan) and *Psychology* (for introductory courses)—has helped us refine and sharpen our thinking about child development. The changes in this revision, then, represent growth and development in our own ideas.

The Fourth Edition

ORGANIZATION

There are two major approaches to writing about and teaching child development—the *chronological approach*, that is, looking at the functioning of all aspects of development at different stages of life, such as infancy and adolescence; and the *topical approach*, that is, tracing one aspect of development at a time. We have chosen the *chronological approach*, which provides a sense of the multifaceted sweep of child development, as we get to know first the infant and the toddler, then the young child and the schoolchild, and finally the adolescent on the brink of adulthood.

Accordingly, we have (after the first, introductory chapter) divided this book chronologically into five parts: “Beginnings” (Chapters 2, 3, and 4); “Infancy and Toddlerhood” (Chapters 5, 6, and 7); “Early Childhood” (Chapters 8, 9, and 10); “The Middle Years” (Chapters 11, 12, and 13); and “Adolescence” (Chapters 14, 15, and 16). The chapters in “Beginnings” present background material; in each of the other parts, we discuss intellectual, social, and personality development at that chronological stage.

Readers who prefer a *topical approach* may read the book in this order: Chapters 1, 2, 3, and 4 (overall theories and issues, heredity and environment, prenatal development, and birth and the neonate); Chapters 5, 8, 11, and 14 (physical development); Chapters 6, 9, 12, and 15 (intellectual development); and Chapters 7, 10, 13, and 16 (social and personality development).

CONTENT

We still emphasize the importance of the crucial first nine months of development, the prenatal period. We are more keenly aware than ever that children grow up in many different worlds and in many different kinds of families, and

we talk about the influences of many kinds of family situations. We still include topics of contemporary social significance, such as the ethics of research; effects of divorce, single parenthood, and outside employment of parents; emotional disturbances in childhood and current ways of treating them; the development of moral judgment; and changing sexual attitudes and behavior among adolescents, with special attention to the growing problem of teenage pregnancy.

There is also much that is new. While we have retained the scope, emphasis, and level of previous editions, we have made many significant changes in this fourth edition. In addition to a greater emphasis on the relationships among the different stages of development and among various influences on children, we have updated material whenever new findings or interpretations have been available, reorganized material to make it more effective, and added completely new sections. Among the important changes are the following:

- *New sections.* There are new sections on new ways to conceive; the separation-individuation theory of Margaret Mahler; type A behavior in childhood; memory and metamemory in childhood; stress and resilience in children; the psychological implications of adoption; and bulimia.
- *New organization.* Several discussions have been reorganized: intelligence in infancy; language development; and physiological changes in adolescence and their psychological impact.
- *Important revisions.* Several discussions have been significantly revised: Piaget, emphasizing the intellectual achievements of young children, as well as their limitations; sex roles, sex differences, and sex typing; the society of children, including a new discussion of the “hurried child”; emotional disturbances of childhood, in line with DSM III; sexually transmitted diseases; implications of adolescents’ thought for behavior; and identity formation in adolescence.
- *A new chapter on adolescence.* This new chapter was created by separating the discussions of physical and intellectual development into two chapters.
- *A completely reorganized introductory chapter.* Chapter 1 now consolidates material that appeared in two separate chapters in the previous edition.

SPECIAL FEATURES

Several features are new to this edition of *A Child’s World*:

- Every developmental chapter presents one or more boxes called “The Everyday World.” Each of these shows a practical way to apply research findings on some aspect of child development. They cover such topics as reducing risk in pregnancy, making the transition to parenthood, using learning principles in toilet training, enhancing children’s language development, improving children’s physical health, helping children adjust to divorce, raising boys and girls without sex-role stereotypes, and preventing sexually transmitted diseases and pregnancy in adolescence.
- The boxes called “Around the World” are also new. These provide “windows” on child development in societies other than our own, showing that the world of children is indeed universal and that children grow up in many

different kinds of cultures, under many different influences. These discussions treat such issues as cross-cultural differences in motor development, languages invented by children, children's fears of nuclear war, Sweden's law against spanking by parents, East Germany's encouragement of physical activity in children, and implications of the one-child family in China.

- Several full-color photograph essays beautifully and dramatically illustrate such topics as fetal development, the many ways babies learn through their senses, motor development in early childhood, language development, school-related activities, and positive facets of adolescents' lives.

One popular feature from the third edition which is now expanded upon is a series of statements from prominent researchers and theorists in child development. These are presented in boxes called "Professional Voices," and they include both classic and very contemporary statements on a wide range of important issues. They offer more personal expressions of the beliefs of some of the most important people in the field. Another feature we've retained is the sections inviting readers to consider their own opinions about various issues; these sections are now presented as boxes called "A Child's World . . . and You."

LEARNING AIDS

We also provide a number of basic teaching-learning aids, several of which are new to this edition. These include:

- Part overviews
- Chapter-opening outlines
- A "running glossary"—definitions of key terms in the margins of the text
- An end-of-book glossary repeating the marginal definitions
- Case examples
- Summaries consisting of key concepts, key findings, and key applications
- Recommended readings (either classic or lively contemporary books)
- Bibliography
- Indexes for names and for subjects
- A greatly expanded illustration program, including new diagrams and full-color photograph essays on specific themes

SUPPLEMENTARY MATERIALS

An extensive package of supplementary materials adds to the value of this book as a teaching and learning tool.

The *Study Guide* and the *Test File* have been developed by the same authors (Kathleen Hulbert and Betty Millin of the University of Lowell) to ensure consistency in style and level of questions. The *Study Guide* includes chapter overviews, learning objectives, self-tests, practice exercises, and a new section exposing common misconceptions about particular topics. The *Test File* contains about 2300 questions keyed to the learning objectives set forth in the *Study Guide* and the *Instructor's Manual*. The *Test File* can be used with a microcomputer test-generating system, available for the Apple and IBM PC computers.

The *Instructor's Manual* has been prepared by Janet Simons and Don Irwin of Des Moines Area Community College. It includes chapter outlines, overviews, objectives, teaching strategies, lecture topics, demonstrations and projects, essay questions, an audiovisual guide, and transparency masters.

Our new addition to the supplemental package is a set of 100 slides designed by Judith M. Fenson and Larry Fenson, San Diego State University. These slides illustrate the major topics, concepts, research, and applications of the text.

Acknowledgments

We would like to express our gratitude to the many friends and colleagues who, through their work and their interest, helped us clarify our thinking about child development. We are especially grateful for the valuable help given by those who reviewed the published third edition of *A Child's World* and the manuscript drafts of the fourth edition; their evaluations and suggestions helped greatly in the preparation of this new edition: Dr. Kippy Abrams, Tulane University; Professor Patricia Bishop, Cleveland State University; Professor Joan Cook, County College of Morris; Professor Don Cusumano, St. Louis Community College at Forest Park; Dr. Hurst Hall, Northwestern State University, Louisiana; Professor Donald Holmlund, College of Marin; Professor Ethel Jenkins, Florida Junior College; Professor Mary Dellman-Jenkins, Kent State University; Dr. Thomas Moeschl, Broward Community College; Professor Virginia Monroe, University of South Dakota; Dr. John A. Paris, Monroe Community College; Professor Sherrill Richarz, Washington State University; and Professor Thomas Weatherly, DeKalb Community College.

We want to recognize the valuable editorial skills of Edmund Blair Bolles, who located much of the book's cross-cultural material, drafted a number of sections of this edition, and made other important contributions. He brought to his task an international outlook, a special interest in children's language development and in adoption, and a strong editorial and writing background.

We appreciate the strong support we have had from our publisher and would like to express our thanks to Stephanie Happer, our editor for this edition; to our production editor, Susan Gamer; and to editorial assistant Joanne Heiser, who helped in innumerable ways. Inge King, photograph editor of all four editions of *A Child's World*, again used her sensitivity to children and her good eye to find outstanding photographs. Joan O'Connor and the artists working with her produced a cover and book design noteworthy for their aesthetics, as well as their rendering of concepts. Julie Jensen provided valuable help with many phases of research. We'd like to give special thanks to the children in our lives who were the real-life inspirations for incidents from the lives of "Vicky" and "Jason."

As we were going to press, we received the sad news of the untimely death of Robert A. Fry. In his role in bringing us together and helping to forge a writing partnership that began more than twelve years ago with the first edition of this book, Rob had a major impact on both our lives. His support and his friendship were invaluable to us, and we dedicate this edition to his memory.

Diane E. Papalia
Sally Wendkos Olds

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