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**THE
WORLD
OF THE
CHILD**

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This book is dedicated to my sons, Gordon and Eric,
who have helped me to achieve a greater insight into

THE WORLD OF THE CHILD

PREFACE

Despite the great variance that is found in instructors' teaching styles and topics they wish to emphasize, there are two elements in a child growth and development textbook that most, if not all, instructors seek to find. One is a strong emphasis on empirical studies and theoretical foundations. The field of child development is a rapidly growing and changing scientific discipline, and current, up-to-date studies must be presented to reflect our growing knowledge of children's development. Most textbooks meet this need. The second element that many instructors are looking for in a text is practical applications of the material presented. While many textbooks claim to do this, they fall short of the mark. The purpose of my writing this book is to give substantial attention to both these elements by presenting current research and theory *and* practical applications of this research.

To accomplish the latter goal, each chapter presents an "Implications for Parents and Teachers" segment. The purpose of these sections is to offer practical suggestions based on the theories and research discussed in the chapter. For example, in Chapter Four, the "Implications" segment discusses how students as future teachers, parents, and child-care workers can enhance children's cognitive growth based on the theoretical dimensions of Piagetian and information-processing theory. Some other examples of the "Implications" sections relate to effectively communicating with children, developing prosocial behavior in children, dealing with teenage pregnancy, drugs, delinquency, and suicide. This material is relevant to students in education, nursing, home economics, and psychology, as well as to those students who may one day, as parents, engage in one of the most important tasks, bringing up mentally healthy and happy children.

Organization

My preference is to present the material covered in this book in a topical fashion as opposed to a chronological presentation of children's development. There are advantages and disadvantages to both of these approaches. The advantage of presenting material topically is that the student gets a fuller

grasp of the concepts and theories presented and is able to see the continuity and coherence found in children's development. In presenting material topically, each important aspect of children's physical, cognitive, social, emotional, and moral development, like an important piece of a complex puzzle, is examined separately. The disadvantage, then, is the inevitable separation that accompanies this approach. To overcome this disadvantage, in each chapter, the interrelatedness of these aspects of development is emphasized. In addition, in Chapter 14, Developmental Trends, all the puzzle's pieces are connected so that we can further appreciate the interrelationships of these facets of development to see children as an integrated whole.

I have tried to include the "classic" topics and central principles of child growth and development in this text. However, some topics and chapters are unique to this book. For example, there is a complete chapter on emotional development, which, according to Michael Lewis and Linda Michaelson (1983), is a topic that is meagerly covered in the "more prominent child psychology textbooks." In this chapter, among other topics, emotions such as love, fear, anger, and jealousy are examined. Other chapters, such as Disorders and Problems in Development, Development of Self, and Gender-Role Development, offer new insights into these areas. Certain topics generally not found in child development textbooks, but of concern and interest to students, are discussed. Examples of some of these topics are sibling rivalry, prosocial behavior, enhancing children's self-esteem, and childhood stress.

Other Special Features

Each chapter will offer several "Studying Children" exercises. These are activities that students can perform with children to enable them to learn firsthand about children's behavior.

The text also offers "Focus on Issues" and "Focus on Applications" inserts. Among the topics included in the "Issues" section are "Divorce—Should parents separate for the sake of the children?" "Are first-born children more shy than later-born children?" "Can premature infants form strong attachment bonds with their parents?" Some topics offered in the "Applications" inserts are "Dealing with the anorexic child," "Recognizing the gifted child," "More homework—better grades."

Unlike most textbooks that offer one long summary at the end of each chapter, this textbook offers a "Review of Key Points" after each major section in the chapter. These summations of the pertinent points may be a more effective learning check for the student.

At the beginning of each chapter an outline of the chapter contents is included along with the key terms presented in the chapter. Each of the key terms is defined in the glossary at the end of the chapter. Current Suggested Readings conclude each chapter.

Throughout the book, the information presented about children's development will, of course, be gleaned from research done by the scholars in the field of child growth and development. It seemed apparent to me, however, that often we neglect the real experts in the field—the children themselves. Thus, each chapter will begin with “Children's Thoughts”—their ideas, feelings, and beliefs about the concepts to be discussed in each of the chapters. Their opening comments remind us of our real topic of concern. Their themes reflect the beings that children are—fascinating and most worthy of students' academic efforts at understanding.

Acknowledgments

This project had its inception three years ago, when Carol Mikenas, a representative from Holt, Rinehart and Winston, suggested that I send a copy of my work in child growth and development to Holt. Fortunately, her suggestion resulted in a contract with this fine publishing house.

Writing a textbook, as I have learned, is an all-encompassing project, a project that requires the expertise and talent of many individuals. Richard Owen, the Developmental Editor, read the original manuscript line for line and his comments and suggestions were valuable tools in its revision.

The extremely talented staff at Holt has done an excellent job in transforming my manuscript into the present text. Throughout most of this project, I have had the good fortune of working with a very knowledgeable and talented person, Stephen Helba, Associate Psychology Editor. I think of him not only as an expert in his field, but as a friend. His enthusiasm, words of praise, excellent ideas, and diligent efforts in coordinating this project have made my years of research, writing, and revising all worthwhile. Kathleen Nevils, originally Senior Project Editor, was the master coordinator of all aspects in the production process. Kathy's personal efforts went far beyond what would be considered her technical responsibilities. Even though Kathy was working on several other Holt books, she always made me feel that I was the only author with whom she was working. Gloria Gentile, Design Supervisor, and Pat Sarcuni, Production Manager, did a fine job and are masters of their skills. John Yarley, Marketing Manager, had many good ideas on getting my book noticed by my colleagues in the field. Nickie Harlan did an excellent job in choosing beautiful photos and obtaining all the permission rights. All of these people are competent, dedicated, and enthusiastic individuals; their talents are richly appreciated.

Outside the staff at Holt, I would also like to express my appreciation to the library staff at the college who helped me to find publications and articles needed at various stages of research. Thanks also to my family, who put up with gourmet dinners consisting of grilled cheese sandwiches or pizza, rooms filled with books and research material, and great periods of time at my com-

puter terminal as I tried to juggle a career, textbook writing, and family responsibilities. A special thanks to a very dear friend, Ilse Loftus, who was always there with words of encouragement throughout the writing of this text.

I close by acknowledging the many fine scholars who reviewed this text. Their suggestions and comments were extremely valuable and highly appreciated.

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