

**fifth edition**

**Hetherington**

**Parke**



# **Child PSYCHOLOGY**

**A Contemporary Viewpoint**

**Revised by Ross D. Parke &  
Virginia Otis Locke**



# CHILD PSYCHOLOGY

A CONTEMPORARY VIEWPOINT

FIFTH EDITION

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University of California  
Riverside

Revised by Ross D. Parke  
and Virginia Otis Locke

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### CHILD PSYCHOLOGY: A CONTEMPORARY VIEWPOINT, FIFTH EDITION

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*To my wife, Barbara, my children, Gillian, Timothy,  
Megan, Sarah, Jennifer, and Zachary, and my  
grandson, Ben*

*To the memory of my sister, Mary Eleta Locke Schmidt,  
educator, who helped many children to grow and flourish*

# About the Authors

**Ross D. Parke** is Distinguished Professor of Psychology and director of the Center for Family Studies at the University of California, Riverside. He is a past President of Division 7, the Developmental Psychology Division, of the American Psychological Association, and in 1995 received the G. Stanley Hall Award from this APA division. Parke was elected a Fellow of the American Association for the Advancement of Science in 1997. He is currently editor of the *Journal of Family Psychology* and has served as editor of *Developmental Psychology* and as associate editor of *Child Development*. Parke is author of *Fatherhood*; co-author of *The Throwaway Father*, with Armin Brott; and co-editor of *Family-Peer Relationships: In Search of the Linkages*, with Gary Ladd, *Children in Time and Place*, with Glen Elder and John Modell, and *Exploring Family Relationships with Other Social Contexts*, with Sheppard Kellam. Parke's research has focused on early social relationships in infancy and childhood. He obtained his Ph.D. from the University of Waterloo, Ontario, Canada and is well known for his early work on the effects of punishment, aggression, and child abuse and for his work on the father's role in infancy and early childhood. His current work focuses on the links between family and peer social systems and on the impact of economic stress on families of diverse ethnic backgrounds.

**Virginia Otis Locke** has been a professional writer and editor for more than twenty years. She is an author of *Introduction to Theories of Personality*, with Calvin Hall, Gardner Lindzey, John Loehlin, and Martin Manosevitz, and of several other books. Both while a senior development editor at Prentice Hall and as a freelance writer-editor, Locke has developed many books in the behavioral sciences. As writer-editor at Cornell Medical College/New York Hospital Medical Center, she also wrote and edited professional and lay articles in the field of cardiovascular medicine. Locke received her B.A. from Barnard College and earned her M.A. in the doctoral clinical psychology program at Duke University. For several years she was a staff psychologist at St. Luke's-Roosevelt Medical Center, New York City. Her biography is included in *Who's Who in America* and *Who's Who of American Women*. Locke is studying elementary education and plans to teach in the early grades.

# Preface

This is an exciting time in the field of child psychology, for the study of children's development is undergoing rapid change. Theorists and researchers have made remarkable breakthroughs in the last few years. For example, they have offered the field new insights into the biological underpinnings of behavior, they have revealed some remarkable cognitive skills in infants, and they have explored the effects of our many new family arrangements on children's development.

In the fifth edition of our book we continue to reflect the dynamic nature of the field of child psychology. We discuss a wealth of new research that highlights the central processes that account for developmental change within the different domains of child development. Designed primarily for use in courses in child psychology or child development in either two- or four-year colleges, our book approaches the course material in a topical fashion. This allows us to introduce the student to such subjects as the impact on children's development of the continuing interaction between genetic and environmental factors, the growing body of knowledge about how children learn language and continually sharpen their cognitive skills, and the way children develop social skills through interaction with peers.

We hope *Child Psychology: A Contemporary Viewpoint*, fifth edition, lives up to its title—an up-to-date and exciting overview of the best that our field has to offer to both instructors and students. Although we have made many revisions in each new edition of our book, our primary goal has never wavered: to present the most important contemporary ideas and issues in child psychology in a way that all students will understand, enjoy, and find useful in their lives and, in some cases, their professional careers. We hope that the academic community will find this new edition a comprehensive and current resource as well as an invaluable teaching tool.

## DISTINGUISHING CHARACTERISTICS OF THIS BOOK

Several characteristics continue to distinguish *Child Psychology: A Contemporary Viewpoint*. We offer balanced theoretical discussions, explore both basic research and its practical applications, and integrate multicultural and cross-cultural research throughout the book.

### Balanced Theoretical Perspectives

The topical approach lends itself to a sophisticated presentation of theories, such as those of Piaget and Freud, that guide research in the many areas of child development. The few universal theories of child behavior that have been advanced have raised questions and produced far-reaching insights that have stimulated decades of research activity. But as the research evidence accumulates, the limitations and flaws in these wide-ranging theories have become more evident. In place of a few grand universal theories that provide accounts of many aspects of development, increasingly we are realizing the value of smaller theories that guide research in specific topic areas, such as language, motor development, or emotional understanding. In our first chapter we survey a range of theoretical viewpoints including Piagetian thought, the information processing approach, behavioral views, and



psychoanalytic theory. New to this edition is an expanded discussion of Vygotskian sociocultural theory and a section on dynamic systems theory, a recent and exciting approach to understanding development. This theory has been applied extensively to the study of motor development (Chapter 6) as well as to research on the family as a system (Chapter 12). Variants of dynamics systems theory are being used in many areas of developmental psychology.

*Child Psychology: A Contemporary Viewpoint* strives to be theoretically eclectic and to emphasize the multiply determined nature of development. Biological factors predominate in our coverage of genetics and early development. These same factors, however, also receive attention in our discussion of other topics, such as language and gender typing. For example, although cognitive learning theories such as those of Vygotsky, Piaget, and information processing specialists necessarily dominate our discussions of language, cognition, and intellectual development, sociocultural concepts are also viewed as major modifiers of cognitive growth and development. Similarly, whereas social and affective factors predominate in our coverage of the family and peers, in these discussions we are equally concerned with cognitive, behavioral, and biological issues. This approach to theoretical material reflects the discipline's increasing recognition of the interplay among biological, cognitive, and social factors in children's development and reflects the fact that development in all domains is multiply determined. The newer theoretical approaches—sociocultural theory and dynamics systems theory—reflect this increasing connectedness across the domains of development.

**Process Orientation.** If we have any bias, it is one that emphasizes the *processes* of development, which is one of the hallmarks of contemporary child psychology. By focusing on the processes that are responsible for changes in the child's development, the student not only learns the content of development and what changes take place across time but also comes to understand the dynamics of why these changes happen across development.

**Themes of Development.** *Child Psychology: A Contemporary Viewpoint* continues to characterize theoretical perspectives, in part, by a number of specific themes of development. In this edition we have trimmed the number of these themes to six, and we have added a new theme, that of risk versus resilience, which has captured the interest of psychologists in recent years. The themes of development are more salient in some chapters than others. For example, the question of genetic versus environmental influences on the child is perhaps of most concern in Chapters 3 and 11, but it informs discussions in almost every other chapter as well. The theme of continuity of development versus discontinuity is particularly at issue in Chapters 9 and 10, but it too is reprised in many other chapters. In our Epilogue we link the developmental themes with broad principles that summarize our views about child development and the theory-building and research needs of the field.

## Basic and Applied Research: A Reciprocal Relationship

We present child psychology as a scientific discipline, illustrating and discussing the techniques used by psychologists in the field. Students must become familiar with the methodological approaches unique to child psychology if they are to understand, interpret, and use the results of research intelligently. We present many research findings in sufficient detail to enable the student to appreciate the steps that are involved in the research process as well as the complexity of how psychologists arrive at their conclusions about how children develop.

Although some instructors express a preference for a basic research focus and others for an applied approach, we think this an unnecessary and artificial distinction. Instead, we try to show how research and its application inform each other. Basic information about the processes of development can help us understand a wide range of real-life problems and, conversely, insights we gain from applications

of research—for example, from early intervention programs like Head Start (Chapter 11)—can help improve research and sharpen our theoretical understanding. New research on homesickness shows the relevance of attachment theory for real-life problems, and research on early mother-infant attachment has clear implications for understanding the effects of day care (Chapter 7). Social learning theory and basic research on imitation have helped us understand the effects of television on children's cognitive and social development (Chapters 1 and 14). Bilingual education (Chapter 8), the use of computers in the classroom (Chapter 14), and child abuse and its consequences (Chapter 12) are other applied topics highlighted in this edition. Throughout the book, teachers and students will find fascinating examples that demonstrate the dynamic interplay between basic and applied research.

## Sociocultural Diversity in Child Development

In the fifth edition, we have intensified our focus on the ethnic, racial, and cultural diversity of heterogeneous societies like the United States as well as on differences between cultures around the world. Our expanded discussions of Vygotskian theory, with its strong emphasis on the role of culture in development, provides one framework for understanding how culture and development interact. This theme of cultural pluralism, introduced in Chapter 1, is reprised in every chapter of the book; we integrate research from the American culture as well as from other nations around the world into each topical discussion. In addition, one of our box series highlights cross-cultural and intra-cultural studies of particular interest.

## ORGANIZATION

Several organizational decisions and changes in the fifth edition also spotlight our book among the array of developmental texts. First, recognizing the field's increased focus on the interplay among emotion regulation, emotional understanding, and attachment, we continue to treat attachment as part of our discussion of early emotional development (Chapter 7). Moreover, we view this major development as a foundation for later cognitive (Chapters 8–11) and social development (Chapters 12–16).

Second, we have resequenced material in Chapters 9 and 10, in order to present theories and supporting data together. In Chapter 9, we present Piaget, Vygotsky, and related research, and we devote Chapter 10 to information-processing theory and the associated research evidence. We hope that this arrangement will make it easier for students to understand the theories and to interpret the research evidence.

Third, we have included new material on the self throughout the book. Because we view the self as relevant to multiple aspects of development and as best understood in the context of other topics, we have chosen not to isolate the discussion of the self in a separate chapter. For example, we emphasize the role of the self in the emergence of early emotions and attachment (Chapter 7) and in the beginnings of cognitive awareness of selfhood and the child's theory of mind (Chapters 9 and 10). We explore the role of peers in the refinement of self image and self-esteem (Chapter 13) and the links between self-esteem and achievement (Chapter 14). Finally, the self plays a significant role in our discussions of moral development and aggression (Chapter 16).

Although we have organized our book with the one-semester course in mind, instructors can easily adapt the content for use in shorter courses and for those with specific emphases. For example, instructors who teach a brief course focusing on early development could concentrate on Chapters 1 through 7. Alternatively, instructors who are particularly interested in cognitive development could use Chapters 1, 2, 8, 9, 10, and 11. And instructors who emphasize the development of social skills might focus on Chapters 1, 2, 12, 13, 14, 15, and 16.



To allow greater flexibility in teaching the course, we have reduced the book from 18 to 16 chapters. Our former Chapter 18 is now an epilogue that summarizes the principles of theory and research in development. Our former Chapter 17 is now a separate, fully updated *Developmental Psychopathology Module* in which we discuss the DSM-IV classification of psychological disorders, offer new data on the treatment of attention-deficit hyperactivity disorder and depression in childhood, present new statistics on child victims of violent crime, and explore the role of prevention in alleviating many childhood problems. This module is available to all instructors who wish to use it. See your McGraw-Hill sales representative for details.

## SOME HIGHLIGHTS OF THE FIFTH EDITION

We have rewritten *Child Psychology: A Contemporary Viewpoint* to feature the most recent developments in theory and research. Every chapter includes new information and new discussions. The following are some highlights in this new coverage:

### **Chapter 1: Themes and Theories of Child Development**

- New material on dynamic systems theory
- Introduction to Vygotsky's sociocultural theory and the idea of cultural pluralism
- Six themes of development, including the new theme of "risk and resilience"
- New work on the microgenetic approach

### **Chapter 2: Research Methods in Child Psychology**

- New material on the importance of including minority members as participants in developmental research
- Expanded discussion and illustration of the sequential research design
- New illustrations aid student understanding of the correlational method

### **Chapter 3: Heredity and the Environment**

- Expanded section on the role of temperament in development
- New discussion of the Human Genome Project
- New discoveries of genetic markers for diseases, such as cystic fibrosis
- Expanded discussion of shared and nonshared environments

### **Chapter 4: Prenatal Development and Birth**

- New discussion of studies of the impact of drugs and environmental toxins on the fetus and young infant
- New material on children's resilience in the face of early difficulties
- New data on AIDS
- New data on fathers' participation in the birth of their children

### **Chapter 5: Infancy: Sensation, Perception, and Learning**

- Expanded information on infant assessment
- New data on babies' musical preferences
- New data on intermodal perception

### **Chapter 6: The Child's Growth: Brain, Body, Motor Skills, and Sexual Maturation**

- Expanded coverage of brain anatomy and function
- New data on the use of PET scans to detect changes in the brain
- New motor-development research stimulated by dynamic systems theory
- Expanded discussion of multicultural perspectives on physical growth

### **Chapter 7: Emotional Development**

- New and expanded discussion of the role of the self in early socioemotional development, including self awareness, self recognition, and self permanence
- New research on the intergenerational continuity of attachment patterns, and new data on fathers in this connection
- New section on the consequences in later life of early attachment quality

- New discussion of the use of the Strange Situation in different cultures
- New studies on the effects of day care including the results of the new National Collaborative Study of Day Care
- New work on the determinants of homesickness

#### **Chapter 8: Language and Communication**

- New work on the early emergence of infants' preference for the sounds of their native language and their "tuning out" of the sounds of other languages
- New evidence of infants' ability to segment speech
- New section on bilingualism and language development, including new studies of how the brain processes two languages

#### **Chapter 9: Cognitive Development: Piaget and Vygotsky**

- Complete reorganization of chapter, focusing on Piaget and Vygotsky
- New work on Piagetian notions of when children achieve certain concepts, such as the understanding of physical laws; updates on René Baillargeon's and others' research with infants
- New discussion of how children learn to distinguish self from other and to take others' perspectives
- New work on application of Vygotskian theory to classroom learning
- Expanded evaluation of Piagetian theory

#### **Chapter 10: Cognitive Development: Information Processing**

- Thorough reorganization of chapter, now devoted to information-processing theory and associated research
- New discussion of Robert Siegler's microgenetic analysis of developmental change
- New research on the development of children's attention
- New research on the role of processing speed
- New research on children's eyewitness testimony

#### **Chapter 11: Intelligence**

- Updated discussion of the controversy on genetic versus environmental contributions to intelligence
- New research on the prediction of intelligence from infant attentional tests
- New section on the development of creativity in children
- New work on multicultural and cross-cultural differences in intellectual achievement

#### **Chapter 12: The Family**

- New material on cross-cultural/multicultural differences in parenting styles
- New section on teen pregnancy and parenting
- New section on the effects of parenting after age 30
- New section on gay and lesbian parents
- New material on the effects of marital conflict on children

#### **Chapter 13: Peers and Friends**

- Expanded section on infants' interactions with peers
- New section on peers and the development of self
- New research on cultural differences in pretend play
- Updated model of social information-processing approach to peer relationships
- New work on victimization by peers
- Expanded and updated work on cross-cultural variations in peer relationships

#### **Chapter 14: Schools, Technology, and Television**

- Updated discussion of textbooks and of computers in the classroom
- Updated discussion of integration, affirmative action, and the schools
- New perspectives on effective strategies for improving the achievement of minority children
- New information on the beneficial and harmful effects of TV viewing

#### **Chapter 15: Gender Roles and Gender Differences**

- Updates on cognitive schema models of gender roles
- New work on gender differences in mathematics achievement

- New research on the gender roles of children raised in gay and lesbian families
- New work on biological bases of gender differences

### **Chapter 16: Morality, Altruism, and Aggression**

- Expanded discussion of moral judgments, including the personal domain
- Expanded perspectives on cross-cultural variations in moral judgments and the perception of moral obligation
- The role of temperament in the development of self-control
- New work on gender differences in empathy and prosocial behavior
- New research on the development of intervention programs for reducing aggression
- New work on cross-cultural differences in aggressive behavior

## **SPECIAL FEATURES**

In the fifth edition of *Child Psychology: A Contemporary Viewpoint* we have expanded and refined our special features, and for the first time we present the text in full color. We are confident that our enhanced and visually appealing complement of pedagogical aids will both promote student learning and assist instructors in presenting important material.

- **Chapter Outlines and Summaries.** Our chapter outlines facilitate students' survey of a chapter's contents, and our comprehensive, bulleted summaries reiterate the chapter's key concepts and main ideas. By also repeating key terms, the summaries enable students quickly to return to significant sections and discussions.
- **Box Program.** Our boxed discussions highlight three important themes: the application of basic research to real problems of children's lives; the importance of understanding and supporting the resilience displayed by many children in the face of risk; and the similarities and differences that characterize children of many different cultures. Instructors who have used earlier editions will recognize these themes as having permeated the book's pages for years. Our decision to highlight them reflects our continuing conviction that these topics are among the most important issues in child development. Our 50 boxes either are wholly new or have been updated and completely rewritten for this edition.

*Child Psychology in Action* boxes pick up the thread of our research-application theme, focusing on how the results of basic research can be and are being applied daily to the solution of significant problems in children's development. For example, in Chapter 4, the box "Of Babies and Bears and Postnatal Care" describes Evelyn Thoman's research on the ability of infants born prematurely to actively regulate their own breathing. As a result of Thoman's findings, the "breathing bear" that simulates the sound of gentle quiet-sleep respiration is now available across the country to parents who are concerned about their babies' well being. In Chapter 10, the new box "Should Young Children Testify in Court?" shows that although children's memory may be accurate, children are susceptible to such influences as the circumstances under which they acquired their original information and the characteristics and attitude of the person who later interviews them.

*Risk and Resilience* boxes follow the new theme introduced in Chapter 1. These boxes explore the sometimes astounding resilience that children can display in the face of a wide variety of risks, including physical and mental disabilities, disease, poverty, deteriorated neighborhoods, and broken or dysfunctional families. These discussions focus not only on how we can support and encourage such resilience but how we can work to alleviate or eliminate

the risk factors. For example, in Chapter 4, the new box “What Factors Help Children Overcome Early Adversity?” focuses on Emmy Werner’s classic and continuing work on risk and resilience on Hawaii’s island of Kauai. In Chapter 8, the new box “Children at Risk for Failure to Develop Language” discusses the System for Augmenting Language developed by Mary Ann Ronski and Rose Sevcik, by which nonspeaking children with mild to severe mental retardation have been able, for the first time, to communicate with others by using a system of lexigrams and a computerized keyboard.

*Perspectives on Diversity* boxes tie in with another of our major themes, examining research on the development of children’s abilities, behaviors, and skills that not only spans nations and continents but explores differences among children of the many different cultural groups who make up the U. S. population. These boxes recognize the increasing importance of understanding and respect for all peoples, attitudes that need to be rooted in the world of the child. For example, in Chapter 12, the new box “Parental Childrearing Styles Carry Different Meanings in Different Cultures,” discusses the work of Ruth Chao in illuminating the different ways in which the *authoritarian* style of parenting is expressed in American and Chinese cultures. In Chapter 16, the new box “Justice versus Interpersonal Obligations: India and the United States” demonstrates that Hindu Indians are much more likely to accord interpersonal considerations importance in making moral judgments than are Americans.

- **Key Terms and Margin Glossary.** In this edition we have carefully reviewed key terms for their usefulness and significance for the student and have added new terms that we consider crucial to the student’s learning of new material. These terms, set in boldface type, and their definitions are repeated on the same page in a margin glossary, new to this edition, which helps students to recognize and learn the terminology. Terms that may be unfamiliar but are not crucial to learning the text material are shown in italics. All key terms and their definitions also appear in the alphabetized Glossary at the back of the book.
- **Turning Points Charts.** New to the fifth edition are a series of charts, titled *Turning Points*, which help students view children’s evolving skills and abilities in terms of their chronology over the child’s development. It is important to note that these charts record what is *typical* and do not take account of individual differences. These charts appear in Chapters 4–10, 13, 15, and 16. We also highlight the chronologies of various specific evolving characteristics and skills in briefer tables throughout the book. Examples include Table 7-2, Children’s Understanding of Multiple and Conflicting Emotions; Table 9-2, Acquiring the Concept of Object Permanence; and Table 16-2, Evolution of Prosocial Reasoning.
- **Updated Research.** As the title of our book, *A Contemporary Viewpoint*, promises, we continue to provide the most up-to-date and current perspectives on the field. Of the 2800 references in *Child Psychology*, fifth edition, more than 900 are entirely new to the book. Nearly half of our references are from the 1990s, and of these more than a third date from 1995 onward. We continue to include research classics, however, because they often provide the frameworks for more recent studies and thus are critical for understanding contemporary research.
- **Illustration Program.** In the new edition we have expanded our program of illustrations considerably. The addition of color has enhanced our ability to convey graphic information in a way that is both instructive and appealing. We have revised many graphics and tables to achieve better clarity and have added many new illustrations. A majority of our photographs are in full color, which heightens not only their appeal to the reader but the impact of the information they convey. Clear captions help the student understand figures and photos and relate data clearly to text discussions.



## SUPPLEMENTS

A complete package of multimedia ancillaries has been prepared for this book. The supplements listed here may accompany the fifth edition of Hetherington/Parke, *Child Psychology: A Contemporary Viewpoint*. Please contact your local McGraw-Hill representative for details concerning policies, prices, and availability, as some restrictions may apply.

The **Student Study Guide** (0-07-289692-2) was prepared by Katherine Kipp of the University of Georgia. Each chapter of the Study Guide opens with a chapter summary and list of learning objectives. Key terms, with references to the pages on which they appear in the textbook, are also included. A matching exercise, activities with ready-to-use handouts, and self-tests containing both multiple-choice and essay items allow students to gauge their comprehension of the chapter material. An answer key, complete with feedback explaining each answer and distractor (wrong answer) for all multiple-choice items, is also included.

The **Instructor's Manual** (0-07-289693-0), also prepared by Katherine Kipp, is a comprehensive resource that provides numerous ideas for lectures, class discussions, demonstrations, and student activities. Learning objectives presented here correspond with those in the study guide and the test bank. Lists of relevant films and videos and ready-to-use handouts are also included.

The **Test Bank** (0-07-289694-9), prepared by Gail Walton of Southern Methodist University, contains more than 1,500 multiple-choice, short-answer, and essay questions. Each multiple-choice item is classified by cognitive type—factual, conceptual, or applied—and by level of difficulty, and is keyed to the appropriate learning objective and page number in the textbook. Items that test knowledge of material in the textbook's boxes are indicated for easy reference as well.

**Computerized Test Banks**, available in Windows (0-07-289696-5) and Macintosh (0-07-289695-1) formats, make the items from the Test Bank easily available to instructors. MicroTest III, a powerful but easy-to-use test-generating program by Chariot Software Group, facilitates both selection of questions from the Test Bank and printing tests and answer keys. Instructors can customize questions, headings, and instructions and add or import their own questions.

The **Critical Thinker** (0-697-26685-0), written by Richard Mayer and Fiona Goodchild of the University of California at Santa Barbara, uses excerpts from introductory psychology textbooks to help students think critically about psychology.

**Taking Sides: Clashing Views on Controversial Issues in Childhood and Society**, 2/e, (0-697-39104-3) is available to instructors interested in encouraging classroom discussion and helping students to develop their critical thinking skills. This reader is designed to introduce students to controversies in childhood and development by taking a pro/con approach to issues. Featured readings represent the arguments of leading child behaviorists and social commentators, and reflect a variety of lively, current viewpoints.

McGraw-Hill's **Videocases in Human Development** is a four-tape set of videos featuring spontaneous interviews on topics of human development. The Prenatal Issues video (0-07-292971-5) is the first of the four part series, providing excerpts from the lives of real people as they talk about issues such as alternative ways to parenthood, teratogens, preterm babies, and the birth process. The Childhood Issues video (0-07-292972-3) is the second of the series, addressing topics such as biracial adoption, attention deficit-hyperactivity disorder, chronic life-threatening illness, and child prostitution. Videos on Adolescent Issues (0-07-292973-1) and Adulthood Issues (0-07-292974-X) complete the set.

The **McGraw-Hill Developmental Psychology Image Database CD-ROM** (0-07-289691-4) is a dynamic presentation manager that contains 200 color images. Developmental psychology instructors can use the database to create a customized slide show for their courses.

Instructors can also supplement their lectures with a set of 175 full-color **Overhead Transparencies** (0-07-366079-5). This set of transparencies comes with a resource guide that shows how to coordinate each piece with the *Child Psychology: A Contemporary Viewpoint*, fifth edition, textbook.

The *Child Psychology: A Contemporary Viewpoint*, fifth edition, **Web Page** can be accessed from the McGraw-Hill Developmental Psychology site (<http://www.mhhe.com/developmental>) by choosing Child Development Topical. The pages for *Child Psychology*, fifth edition, display the book's table of contents and offer other information including the book's features and its supplements packages. From these pages instructors and students can also access the Child Development Image Gallery, where they can view and download a number of figures and tables from the Image Database as well as a group of 127 images specifically selected for their relevance to *Child Psychology*, fifth edition. In addition, the *Child Psychology*, fifth edition, pages allow viewers to access information on available audio-visual materials and on many other websites relevant to the study of child development.

The **AIDS Booklet** (0-697-26261-8) is a brief but comprehensive introduction to the acquired immune deficiency syndrome (AIDS).

## ACKNOWLEDGMENTS

First and foremost, we want to express our admiration, respect, and gratitude to **E. Mavis Hetherington**, who inspired this project at its inception and who, through four editions, has consistently enriched the field of child psychology through her impeccable sense of scholarship, her rich insights, and her keen eye for new and exciting work in the field. Her earlier research continues to inform *Child Psychology*, 5/e, and many pages of this edition highlight her seminal and continuing work on gender roles, divorce, stepparenting, and behavior genetics. We are indebted to Mavis Hetherington for all she has given to this ongoing book project, and we are grateful for her continuing and significant contributions to the field of child psychology.

We are grateful to the many contributors to the fifth edition of the *Handbook of Child Psychology* who kindly made prepublication copies of their chapters available to us. As this multivolume work's general editor, William Damon, notes, "This fifth edition of the *Handbook of Child Psychology* belongs to an invaluable scholarly tradition: the presentation, at approximately 15-year intervals, of a well-planned, comprehensive, authoritative account of the current state of the field" (1998, p. ix). The current edition includes four volumes: *Theoretical models of human development*, volume editor Richard M. Lerner; *Cognition, perception, and language*, volume editors Deanna Kuhn and Robert S. Siegler; *Social, emotional, and personality development*, volume editor Nancy Eisenberg; and *Child psychology as a practice*, volume editors Irving E. Sigel and K. Anne Renninger. The 131 authors of the 71 chapters in these four volumes are leading experts in their subfields of child psychology. We know that readers of *Child Psychology: A Contemporary Viewpoint* will benefit greatly from discussions throughout our book that draw on portions of this significant work.

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**Ross D. Parke**  
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