

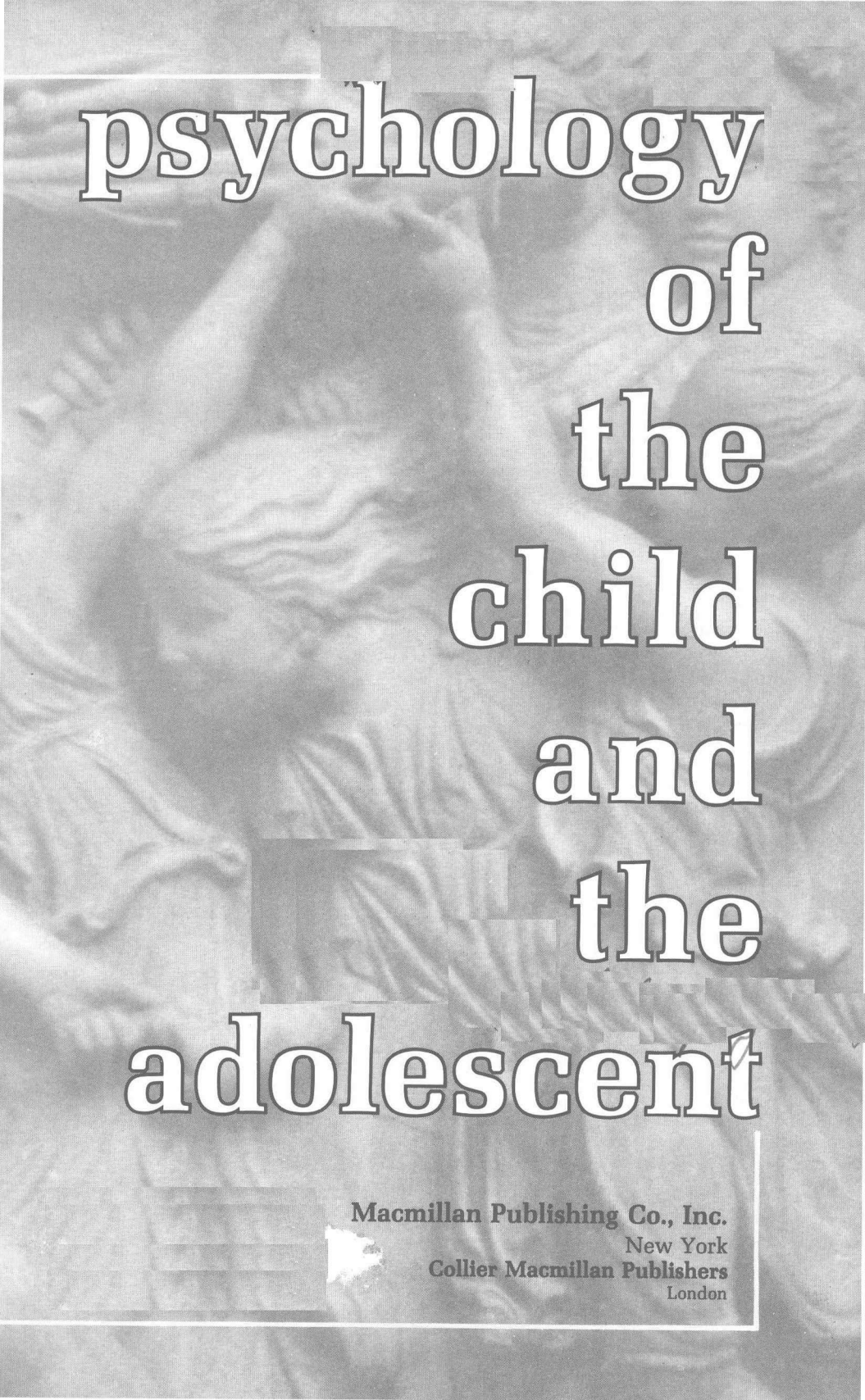
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HENRY CLAY LINDGREN

psychology of the child and the adolescent

FOURTH EDITION





psychology of the child and the adolescent

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preface

While the fourth edition of *Psychology of the Child and the Adolescent* retains the basic theme and approach of its previous editions, we feel we have strengthened the text in several ways. As the title suggests, we have included in this edition two new chapters on adolescent development, which, we hope, will make the book more complete and useful. To assist the reader, we have added a glossary of terms and sought to simplify the writing. We have also diligently tried to incorporate the results of recent scholarship.

Some textbooks in child psychology emphasize theory and methodology. Others are primarily concerned with talking to students about the students' own experiences. We have chosen to use both of these approaches because we find each of them attractive. Without theory and methodology, psychology may be appealing in an anecdotal way, but it is not a science. We consider the scientific study of human behavior not only attractive but an important enterprise; we have devoted our lives to it. As teachers, we also know that students learn more effectively when they see how the material relates to their own lives and daily experiences. We want psychology to make sense to students; a student who, after taking a psychology course or reading a psychology textbook, does not understand himself and others at least a little better has failed, and so has his teacher or the author. In essence, our goal has been to bridge the gap between psychologists' views of child behavior and development and students' everyday experiences with children, including their memories of what it was like to be a child.

In writing this book, we have also been strongly influenced by our belief that any subject becomes more interesting and more understandable when a number of its aspects or dimensions are presented. For example, we may understand a child biologically, but our understanding is enhanced if we can also see him as a social organism, as a personality, as affecting the behavior and attitudes of others, and as being affected

by others. We have tried to show a picture of the whole child in the hope that our readers will see in themselves the children they once were and will also see the children they have encountered and are now encountering.

The writers of a textbook in child psychology have special advantages in trying both to present scientific knowledge and to make it relevant to their readers. First, there is now a large body of research material and theoretical discussion dealing with many phases of child development; indeed, the amount of material is embarrassing in its richness, and the problem is to decide what to select. Second, child development is a part of everyone's experience. We have all been children; we are all likely to be in contact with children. Many students who take courses in child psychology are looking forward to careers as professionals working with children or careers as parents, often both. It is to them that we dedicate our book.

We are pleased to acknowledge the aid of many people: Fredi Lindgren, for her many helpful suggestions in planning and developing both the third and the fourth editions; Frances Knudtson of San Francisco State University, whose in-depth review of the third edition was very useful in preparing the present edition; and the professors who have used the text and sent their thoughtful comments to us.

Robert I. Watson, Gainesville, Florida

Henry Clay Lindgren, San Francisco, California

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principles
of
development

