

A photograph of a person standing on a beach, looking out at the ocean during sunset. The person is silhouetted against the bright, orange and yellow light of the setting sun. The water is calm with gentle ripples, and the sky is filled with soft, warm colors. The overall mood is contemplative and serene.

L. JOSEPH STONE

JOSEPH CHURCH

CHILDHOOD FIFTH EDITION
AND ADOLESCENCE
A PSYCHOLOGY OF THE GROWING PERSON

CHILDHOOD AND ADOLESCENCE

A Psychology of the Growing Person

FIFTH EDITION

the late L. Joseph Stone

Vassar College

Joseph Church

Brooklyn College of the City University of New York

In collaboration with

Alexandria Church

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P R E F A C E

In this, the fifth edition of a textbook first published in 1957, we have tried to do several things. Our revision aims at preserving what is best from earlier editions, improving what needs to be improved, and incorporating significant new findings and insights.

As in previous editions, we have tried to present a portrait of the living, active child at successive periods of life. The child exists in a framework of family and community, of course, and we have tried to provide this framework, too. What is more, children have to be viewed in the framework of history. Childhood has some enduring features, but it changes as the cultural context of development evolves. This, too, we have tried to convey.

Our portrayal takes on deeper meaning when we adopt the special perspective of the scientist. Scientists work hard to uncover the facts of behavioral development and to formulate ideas and theories to make sense of the facts. Bear in mind, though, that scientific ideas also shift with the tides of history. New knowledge, and new ways of looking at established knowledge, may cause us to see our subject matter in an unexpected light. For instance, Thomas Szasz, a long-time critic of orthodox thinking about mental health and illness, has proposed that behavioral disturbances in adolescents may be a manifestation of

unwillingness to accept the freedom and responsibility that go with being an adult (Miller, 1983). If this is true, the implications are dizzying. Until now, the emphasis has always been on the child and young person's striving for maturity, with only intermittent expressions of doubt about whether growing up is a good idea. If Szasz is correct, we may have to give increased attention to reluctance at all ages to move from one developmental status to the next.

Our task is to respect and preserve the insights of the past while integrating them with new facts and ideas. We try not to be slaves of either tradition or novelty, but to find an effective blend of the best of the old and the new.

We have tried to make our book accessible to the reader by combining its basic chronological approach with a topical one that deals with separate areas of behavior. Within each successive age period, we have first described the living child, feeling, thinking, perceiving, moving, growing, imagining, creating, and interacting with the human and nonhuman environment. We have then treated individual aspects of functioning as they appear at each age. When a topic is especially prominent at a given age, we have presented a general overview of that aspect of development in the chapter, elaborating in later chapters as appropriate. Thus attachment is crucial to

infancy, so we consider attachment at length in the context of infancy and then follow it through in lesser detail at later ages. In each chronological chapter, we include the major applicable theoretical views and concepts, supported by research findings.

In prior editions, the book has opened with the birth of the baby and a discussion of the characteristics of the newborn, and then backtracked to the baby's genetic and prenatal history. We believe that there were sound reasons, in terms of engaging the reader's interest, for this order of presentation. However, we have moved this material back in response to the wishes of many users of the book who expressed a preference for a more strictly chronological arrangement. The book now opens with an introduction to the field of psychological development, its concepts, theories, methods, and principles. We do not simply present the material and assume that the reader will grasp its relevance at appropriate points later in the text. As we have said, we repeatedly review theoretical conceptions of successive age periods and make explicit the applicability of important principles to key features of the developmental process. In addition, our account stresses significant recurring psychological themes such as heredity and environment, individual differences, self-awareness and self-determination, identification and identity formation, the role of language, cultural differences, and competence. Thus our chronological organization includes the interweaving of many strands, topical, theoretical, conceptual, and thematic. But even as we anatomize children's behavior, we try to preserve a sense of their wholeness. Our description seeks to be system-

atic and integrated, covering all the essential factual information important to an understanding of childhood and development, but subordinated to an image of the child as a person in the world.

At two points in the book we interrupt the chronological flow to deal with topics of major significance. As in the last edition, Chapter 7 discusses research on the importance of early experience for later functioning. In Chapter 9, we give extended treatment to the beginnings of language, which many authorities see as the distinguishing characteristic of the human species. There is also a separate chapter on disturbances in development; this is a return to the organization of the first through third editions.

We have tried to include in this edition all the major topics of current interest, from cesarian births through day care and children's involvement with computers and video games to contemporary crises in adolescent values. We have also given special prominence to the still incompletely defined but rapidly growing field of social cognition as an added perspective on children's awareness.

The entire text has been thoroughly reviewed and, where necessary, rewritten and rearranged. We have tried to make our presentation as clear and simple as the present state of knowledge and understanding permits. Human psychological development is a complicated matter, but that is no reason to make our account as complicated as its subject. A principal goal of science is to simplify and dimensionalize, not to catalogue every last twitch and flicker. Nor is there any reason to be solemn about the study of human psychological development. It is possible to be a detached, dispassionate observer and still relish the emo-

tional and logical convolutions of children's behavior.

In this edition, we have retained and improved the pedagogical devices that help readers understand, connect, and retain the many pieces of information given in the text. Additional headings and subheadings within chapters keep the reader oriented to the topic under discussion. An expanded photo program gives pictorial shape to verbal description, and tables, graphs, and diagrams illustrate important schematic relationships. At the end of each chapter there is a brief summary of the material contained in the chapter. A new feature is a list of the key terms introduced in the chapter, the words that seek to capture and communicate the central ideas of development. In addition, annotated suggested readings are given to supplement the material in the text; these range from fictional selections to highly technical surveys. In the back of the book, the reader will find a glossary giving definitions of the technical terms in which we talk about development, a bibliography that gives the sources for citations in the text, and an index. We have taken special pains with the index and recommend it to readers as a useful study guide.

Developmental psychology is not a finished science, a tidy collection of facts and principles to be dispensed according to formula. The study of development is itself a developing field, containing gaps and inconsistencies and ambiguities. Like other branches of science, it is not a stranger to controversy.

It would be surprising indeed if any textbook matched any instructor's needs exactly, and even more surprising if a textbook could be read through and

grasped in its entirety by any student. Instructors have to do a certain amount of mediating between authors and readers. This gives instructors a chance to include additional material that they consider important, and to impart their own special emphases to the material in the book.

There are several approaches to the writing of textbooks. The one we have chosen seeks to involve the reader as an active participant in the quest for understanding. It is for this reason that we have not shunned the issues and controversies that sometimes trouble the field. We can present the facts and suggest how they might be organized into various patterns, but in the final analysis the reader has to become a party to the process of finding a coherent, sensible, satisfying synthesis. If science were all facts, it would not be a very rewarding enterprise. We have to ground our thinking on fact, but it is the meanings of the facts, and the still higher meanings they yield when joined to form patterns, that make the quest exciting.

Some instructors are interested only in textbooks that speak to an audience of future researchers and theoreticians. We welcome prospective colleagues and hope that they will find sustenance in these pages. At the same time, we make no secret of the fact that we resonate also to the concerns of those who want practical answers to the concrete problems of how to relate to children in assorted roles. Even though our knowledge is far from complete, we think we have helpful things to say to present and future parents, educators, social workers, nurses, doctors, clinical psychologists, children's court workers—anyone concerned with the welfare of children. We cannot

guarantee that we know the solutions, but we are more than willing to talk about the problems.

A final point about the characteristics of our book. Ever since the first edition, we have made an effort to convey the great plasticity of young human beings, with all that this implies about both the dangers of damaging them and the opportunity and obligation to rear them to humane adulthood.

There remains the by no means empty formality of acknowledging our indebtedness to some of the many teachers and colleagues who have, by shaping our thinking, had a role in the writing of this book. We are deeply and permanently indebted to Barbara Biber, Otto Klineberg, Margaret Mead, Gardner and Lois Murphy, and Heinz Werner. The "we" that speaks from the pages of this book still very much includes L. Joseph Stone, whose influence lingers on and whom we recall with all the warm and vivid affection of years of sometimes contentious collaboration and unwavering friendship.

We are grateful to Evelyn B. Thoman and Jean Berko Gleason for comments on the fourth edition that helped plot the direction of this edition. A number of

reviewers have read and commented on this book at various stages of completion. We have done our best to take advantage of their many helpful suggestions, but they are not to blame for any remaining shortcomings. We offer thanks to: Armin Arndt, Eastern Washington University, Everett W. Bovard, Queensborough Community College, C.U.N.Y.; Janet Burke, University of Lowell; Betty Franklin, Floyd Junior College; Charles E. Goldsmith, University of Wisconsin—Milwaukee; Gary W. Guyot, West Texas State University; Lillian Hicks, Houston Community College; Joan F. Henry, Los Angeles City College; James E. Hughes, Community College of Alleghany County; Mary M. Kralj, University of Maryland; Daniel Richards, Houston Community College; Tirzah Schutzengel, Bergen Community College; Randall L. Thomas, Ohio State University; and Alfred Weiss, City College, C.U.N.Y. We think these many cooks have helped us to make a nourishing broth.

Joseph Church
Alexandria Church

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CHILDHOOD AND ADOLESCENCE



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