Contents

Acknowledgements ix	
1	What Children Know Before Talking 1 Models of Development and Developmental Cognitive Science 2 Object Permanence 4 Imitation of Facial Expressions 7 Identification of Voices and Sounds 7 Matching Touch With Vision 9 Perception of Number and Causal Relations 9 Changing Views of Children's Knowledge: A Working Model 10
2	Communication With Children on Number and Measurement Problems Conservation as a Theoretical Building Block 15 Experiments and Language: Conservation of Number as a Starting Point 18 Explanations for Performance 25 Towards the Adjudication of Alternative Explanations 29 Spontaneously Deciding Which One Has More 32 Recovering Formerly Obscured Capacity in Contemporary Developmental Research 33
3	Detecting Causality 39 Causality, Classification and Conversation 39 Children as Young Scientists 45 Judgements of Time 48 Experiments on Children's Knowledge of Health and Illness Understanding Contagion and Contamination 54

Preface

vii

vi CONTENTS

References 135 Author Index 14

Subject Index

147

153

4 Representing Objects and Viewpoints

	Seeing and Knowing 63
	Understanding the Mental World 67
	A "Theory of Mind" in the Child? 68
	Distinguishing Between Appearance and Reality 74
	Children's Testimony 79
5	Understanding Persons 85
	The Stage Approach to Children's Concepts of Friendship 85
	Rejected and Non-rejected Children 89
	Culture and Knowledge 94
	Humour Reputation 96
	Gender Concepts 97
6	Authority and Academic Skills 103
	Knowledge of Rationales 104
	Children's Theory of Legitimate Adult Authority 107
	Parental Involvement 112
	Individualised Instruction in Reading and Number: Some Examples 114
	Authority as Complacency? 119
7	Models of Knowledge 121
	Conversational Rules for Knowing Children 121
	Are We Tapping Into a Fraction of Understanding? 124
	The Child in Society 129

63