Dedication

To our children and their children, who hold the promise of becoming the future generations of parents.
Clara Gerhardt, MBA, Ph.D., is professor and past chair of the Department of Human Development and Family Science at Samford University. She is a clinical psychologist and a licensed marriage and family therapist, as well as a certified family life educator. Among her many publications, she contributed a number of entries to the Encyclopedia of Family Studies (Wiley, 2016). She documented the history of family therapy in two book chapters. She writes a regular guest column for a publication of the National Council on Family Relations and serves as contributing editor for one of their publications.

Dr. Gerhardt has twice served as chair of a State Board of Examiners in Psychology. She teaches university courses on parenting, counseling foundations, and multicultural perspectives. As an internship supervisor she mentors child life and preschool education specialists.

Dr. Gerhardt has professionally presented on six continents, traveled to over 60 countries, and speaks five languages fluently.

Her practical training is constantly updated by being a parent and a grandparent.
On my bookshelf are nine editions of the same textbook: *Parent-Child Relations: An Introduction to Parenting*. The first edition was published in the seventies and is a very slim volume. It contains cartoons pertaining to parenting challenges, some a little quaint if viewed almost half a century later. The author of this textbook was Dr. Jerry Bigner, my respected friend and colleague. He conceived the text while in his late twenties and while working as a Human Development and Family Studies Professor, at Colorado State University. He nurtured the book much like a parent nurtures a child. Looking at the nine editions, I see the progression of the book through its own childhood, adolescence, and eventually a sophisticated and fully matured text. After almost 50 years, it is now in its tenth edition and somewhat of a classic.

What makes the nine earlier editions particularly interesting is that they tell the story of the development of parenting as a special area of interest, but importantly this occurs against the backdrop of the field of Family Science in general. With each new edition, the slow societal changes become more apparent as they affect parents and their families. We become observers not only of the changes of women’s roles in society, but also of how men respond to these shifts as their own roles within and outside the family unit are implicated. In one of the later editions, a dedicated chapter on cultural perspectives appeared; parenting should be viewed respecting unique cultural nuances. Increased gender equality and flexible roles within families become more visible.

Dr. Bigner was known for his clear support of human diversity in all its expressions. He was the senior editor of the *Journal of GLBT Family Studies*. It was congruent for him to lend his voice in support of diversity as it occurs and is expressed in parenting and family life. He introduced a chapter on family formation and parenting in same-sex couples, long before this was a topic for discourse in a parenting text.

The text is as familiar to me as the palm of my hand. After all, I have been involved with it since its sixth edition. Like a flashbulb moment I remember where I was when the sad news of Dr. Bigner’s death reached me. I was on the Isle of Wight, off the coast of England. In the months before his death, Dr. Bigner and I had frequent discussions about the parenting textbook; its future, how it should adapt and reflect all the changes occurring in society at large and in families in particular. He had made sure he was backing up his work; not on a computer hard drive but by anchoring it in my mind.

Dr. Bigner was a role model to family life educators and over his lifetime his teaching influenced thousands of students. As we present the tenth edition, it seems apt to end with the very last paragraph from the ninth edition: “As we are educating the next generation of parent educators, we hope that they, too, will venture toward securing improved outcomes for children and their parents. After all, public wisdom tells us that there is no better investment than allocating appropriate resources to our children, who, in turn, hold the promise of becoming the next generation of parents.” (Gerhardt, In: Bigner & Gerhardt, 2014, p. 348).

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**"Public wisdom tells us that there is no better investment than allocating appropriate resources to our children, who, in turn, hold the promise of becoming the next generation of parents."**

Gerhardt, In: Bigner & Gerhardt, 2014
NEW TO THIS EDITION

The tenth edition of *Parent–Child Relations* has been dramatically restructured and extensively revised. About 80% of the material was entirely rewritten, and a new test bank was created. The chapters were reconceived. The three sections highlight the context, the developmental process, and the challenges of parent–child relations.

The fifteen chapters provide a suitable format for a typical semester, and the material has been carefully focused to meet the educational requirements of students in parenting.

Two new chapters were added covering family law as it pertains to parenting (Chapter 5) and family composition and dynamics as it influences parenting (Chapter 11). Sections of other chapters were refocused. To make space for these new additions the transition to parenthood, pregnancy, and birth were consolidated into one chapter, and adolescence and teens as parents were merged. Historical and cultural influences were discussed in one chapter as they are intertwined. Theoretical underpinnings were expanded.

Current topics that were incorporated or expanded: coparenting, the effects of globalization on families, only children, military families, fragile families, interrupted parenting, parental rights and privileges, legal concerns, ethics and parenting, intergenerational families, grandparents fulfilling parental roles, diversity within families in terms of roles and function, shifts in gender and parental roles, strengths and resilience within families, and aspirations toward better outcomes.

We trimmed superfluous and repetitive information and added up-to-date research. About 800 current resources were incorporated in an overhauled bibliography, researched by a team of seven qualified research assistants well versed in the field.

The test bank was rewritten to reflect the new structure and emphasis of the 10th edition.

Other new additions were cultural snapshots highlighting diversity, as well as relevant reflections by experts to illustrate pertinent points. We paid special attention to our reviewers, who pointed us in new directions with their valuable and insightful suggestions.

A team of about a dozen subject experts proofed their specific areas of expertise for currency and correctness. Additionally:

- **Frequently Asked Questions** allow students to see parenting concerns through the eyes of a parent or a therapist.
- **Cultural Snapshots** highlight diversity in parenting practices.
- **Learning outcomes** are logically echoed in the focus points within the text and the chapter-end summaries re-address the learning outcomes to come full circle.
- **Website suggestions** contain focus areas so that topics can be researched independently despite websites being dynamic and changing.
- **Video links** clarify pertinent points or introduce readers to relevant researchers in the field.
- **Glossaries** elaborate concepts and phrases highlighted within the text.
SUPPLEMENTS TO THE TEXT

Instructors will be pleased that their favorite topics may be included during lectures to supplement the text. The following online supplements are available to instructors and can be downloaded at www.pearsonhighered.com:

• **Online Instructor’s Manual.** This manual provides a variety of resources that support the text, including notes from the author regarding each chapter, suggestions for supplementary lecture topics, and a listing of audiovisual materials that illustrate chapter concepts.

• **Online Test Bank.** The Test Bank features evaluation items, such as true–false and multiple choice.

• **Online PowerPoint® Slides.** PowerPoint presentations accompany each chapter of the text. These slides can be customized by adding comments.

• **Computerized Test Bank Software.** Known as TestGen, this computerized test bank software gives instructors electronic access to the Test Bank items, allowing them to create customized exams. TestGen is available in a dual Macintosh and PC/Windows version.

• **Course Management.** The assessment items in the Test Bank are also available in WebCT and Blackboard formats.

• The supplementary materials for this text have undergone major restructuring to lighten the instructor’s load.

ACKNOWLEDGMENTS

It takes many musicians to perform a symphony. For any creative endeavor, there is a wide net of people who inspire, support, and simply create the space so that the project can be completed. I had an entire team, not all mentioned by name, guiding and encouraging me. I’d like to express my profound admiration for the next generation of parents, who showed me how they juggle families and careers while parenting respectfully and selflessly.

Some inspired me through their exemplary parenting, shared their expertise and enthusiasm, or poured me endless cups of tea for courage and creativity. In random order, they include: Claire and Edward Gottschalk, Martin and Erika Grotepass, Paul Gerhardt and Jenine Schmidt, Andrew Gerhardt; additionally, the Doctors Christi Gerhardt, Tatum McArthur, David Gerhardt, David Shipley, Christina Ochsenbauer, Irv Hayward, Mary Sue Baldwin, Deborah Burks, Jo King, Jan Robertze, Jeanie Box, Kristie Chandler, and Celeste Hill. Two inspiring pre-school educators are Marlene Giesen and Melanie Luedders; your dedication touched the lives of many children and their parents. Importantly, my siblings Dr. Frans Grotepass and Dr. Hanna Grotepass.

In memory of the late Dr. Willem Grotepass and Dr. Dan Sandifer-Stech; they taught me much about families and life, each in their own way.

Samford University has been the academic home which nurtured and supported me. I am deeply indebted to my colleagues and a truly inspiring team of research assistants. They scoured articles, captured references, found up-to-date graphs and information, and so much more. The fact that 80% of this book was rewritten and about 800 current references were added was made possible by their diligence. Katrina Brown Aliffi (who was a research assistant for the 9th edition), Nicole Smith and Madeline Shipley Llewellyn have Master’s degrees and are experts in their own right. These three researchers responded to numerous queries and revisions, while also cheering on the team toward the finish line. My appreciation to Lily Leath, Lindsay Smith, and Caroline Tudor Reed; graduates in Human Development and Family Science who were involved in the early revisions. Some contributors chose to remain anonymous; know that I value your work and I thank you.

As expert readers and contributors I thank the following (alphabetically): Dr. Joe Ackerson, Dr. Sarah Bowers, Matthew Bunt, Marisa Dempsey, as well as the Doctors Ginger Frost, Christi Gerhardt, Bryan Johnson, Walt Johnson, Tatum McArthur, Kelly Ross-Davis, Jenine Schmidt, Dale Wisely, and Patti Wood. Duane Farnell contributed in making Dr. Bigner’s dreams for future editions a reality. For generously sharing her photographs and her vision, my gratitude extends to award-winning photographer Carolyn Sherer. To Claire Gottschalk, Industrial Designer, who created the family related logos and virtually all illustrations: My heartfelt appreciation for your support, vision, and artistic contributions.

The thoughtful insights and comments of the reviewers are greatly appreciated: Your insight and expertise guided me toward new directions and improved the overall outcome.
Lastly, I convey my love to my inner circle—my husband, Michael, and our children, their spouses, and our grandchildren. They are the ones who turned me into a parent and a grandparent, the most important and rewarding learning school of all.

The editors at Pearson were my compass and anchor: Senior Acquisitions Editor Julie Peters and Managing Content Producer Megan Moffo, as well as the entire Pearson team responsible for editing and production, ultimately guided this book to a safe harbor.
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