



## CONTENTS

### Preface and Acknowledgments

### Chapter 1: Ancient Questions and a Young Science

### Chapter 2: What Children Learn About People

### Chapter 3: What Children Learn About Things

### Chapter 4: What Children Learn About Language

### Chapter 5: What Scientists Have Learned About Children's Minds

### Chapter 6: What Scientists Have Learned About Children's Brains

### Chapter 7: Trailing Clouds of Glory

### Notes

### Reference

### Index

Walk upstairs, open the door gently, and look in the crib. What do you see? Most of us see a picture of innocence and helplessness, a clean slate. But, in fact, what we see in the crib is the greatest mind that has ever existed, the most powerful learning machine in the universe.

This book combines two worlds—children and science—in an entirely unique way that yields exciting discoveries about both. The authors show that by the time children are three, they've solved problems that stumped Socrates with an agility computers still can't match. *The Scientist in the Crib* explains just how, and how much, babies and young children know and learn, and how much parents naturally teach them. In fact, *The Scientist in the Crib* argues that evolution designed us to both teach and learn. Nurture is our nature, and the drive to learn is our most important instinct.

Written by three top scientists—themselves parents—who conducted much of the pioneering research in this field, *The Scientist in the Crib* is vivid, lucid, and often funny. Filled with surprises at every turn, it gives us a new view of the inner life of children and the mysteries of the mind.

"Meticulously researched, combining charm and erudition, humor and humanity, *The Scientist in the Crib*....should be placed in the hands of teachers, social workers, therapists, policymakers, expectant parents and everyone else who cares about children...This book is full of enchanting revelations."—*The Washington Post*

"A major strength of the book is the seamless integration of their parental love of babies with their scientific knowledge about the development of infants. The reader will reap the benefit of their articulate, affectionate portrayal of infant cognition. We needed this book....The book....is informative and entertaining."—*Chicago Tribune*

Allison Gopnik, Ph.D. is a professor of psychology at the University of California at Berkeley and a leading cognitive scientist. She is the past president of the Society for Philosophy and Psychology and is the author of more than seventy papers on philosophy, psychology, and children's early learning.

Andrew N. Meltzoff, Ph.D., revolutionized the field of child psychology with his discoveries about how much infants know, learn, and remember. He is a professor of psychology at the University of Washington, and his research has been featured in *Time*, *The New York Times*, and museum exhibits worldwide.

Patricia K. Kuhl, Ph.D., is the world's leading authority on speech development and is a professor of speech and hearing at the University of Washington. She was one of six scientists invited to present their research at the White House Conference on Early Learning and the Brain in 1997.