

PREFACE

For both of us, serving as editor-in-chief of *New Directions for Child and Adolescent Development* (NDCAD) has been one of the most interesting and gratifying things we have done in our careers. We had the pleasure of enlisting outstanding editors and authors to develop deep, innovative issues on a wide range of exciting “new directions.” We were fortunate to be handed a strong legacy from Bill Damon and are now pleased to pass that legacy into Elena L. Grigorenko’s capable hands.

Elena and her international editorial team bring a distinguished record and broad intellectual reach to NDCAD, and those assets are richly manifest in the impressive interdisciplinary depth and breadth of articles in this first issue. The review articles and essays represent pearls such as:

- emerging evidence of the potential for adults to receive training that expands their fluid intelligence (Birney, Article 3);
- use of intensive time sampling data to analyze dynamic system processes in $N = 1$ studies (Barbot & Perchee, Article 7);
- promising educational interventions that build on Chinese cultural conceptions and that appear to help children in adverse environments develop skills for creative problem solving (Cheng, Tan, & Liu, Article 11);
- improved mixed-model strategies for caregiving placement of orphaned children in Russia (Muhamedrahimov & Grigorenko, Article 12).

These are but a few examples in the string of 13 contributions where each has something genuine and new to tell the reader. Collectively, the contributions also come together into several strands that we join with Elena L. Grigorenko in regarding as necessary directions for the social sciences:

- attention to worldwide cultural diversity, with the present contributions focusing on Bali (Lesmana, Suryani, & Tiliopoulos, Article 13), China (Cheng et al., Article 11), Europe (Lannegrand-Willems & Barbot, Article 8), India (Suchday, Article 9), Russia (Muhamedrahimov & Grigorenko, Article 12), South America (Preiss, Calcagni, & Grau, Article 10), and the United States (Black & Hoeft, Article 2);
- a push to address timely positives in development, including in regard to skills such as bilingualism (McCardle, Article 5) and contexts such as

Author note: As in our previous work as editors-in-chief, we shared equally in the authorship of this preface.

media (Jarvin, Article 4) that have tended to be singled out as risky rather than beneficial;

- a focus on the cutting edge in technology (Grigorenko, Article 1), methodological design (Barbot & Perchec, Article 7), and topics of real-world consequence such as globalization (Suchday, Article 9);
- the translation of up-to-date, locally relevant social science knowledge into practices and policies that will improve the lives of children, adolescents, and adults (all contributions).

This strong first issue demonstrates that the pages of NDCAD will continue to expand in scope through scientific inquiry into the types of questions that developmental scholars face today. As we mentioned at the outset, our tenure as editors-in-chief has been a rare privilege, and it is only made all the more gratifying by knowing that this issue is a harbinger of the liveliness, intellectual wisdom, and creativity that Elena L. Grigorenko and her board are bringing to *New Directions for Child and Adolescent Development*.

Lene Arnett Jensen
Reed W. Larson
Editors-in-Chief

LENE ARNETT JENSEN is an associate professor in the Department of Psychology at Clark University, USA.

REED W. LARSON is a professor in the Department of Human and Community Development at the University of Illinois at Urbana-Champaign, USA.