

JEFFREY S. TURNER
DONALD B. HELMS

LIFESPAN DEVELOPMENT



F O U R T H  E D I T I O N

Lifespan Development

FOURTH EDITION

JEFFREY S. TURNER ** DONALD B. HELMS
MITCHELL COLLEGE



Holt, Rinehart and Winston, Inc.

Fort Worth Chicago San Francisco Philadelphia
Montreal Toronto London Sydney Tokyo

Publisher Ted Buchholz
Acquisitions Editor Tina Oldham
Developmental Editor Tod Gross
Project Editor Catherine Townsend
Production Manager Annette Dudley Wiggins
Art & Design Supervisor Vicki McAlindon Horton
Text Designer Lurelle Cheverie
Cover Designer Brenda Chambers
Compositor TSI Graphics

Library of Congress Cataloging-in-Publication Data

Turner, Jeffrey S.

Lifespan development / Jeffrey S. Turner, Donald B. Helms. — 4th ed.
p. cm.

Includes bibliographical references and indexes.

ISBN: 0-03-032858-6

1. Developmental psychology. I. Helms, Donald B. II. Title.

BF713.T87 1990

90-23698

155—dc20

CIP

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Address Editorial Correspondence to: 301 Commerce Street, Suite 3700,
Fort Worth, TX 76012

Address Orders to: 6277 Sea Harbor Drive, Orlando, FL 32887-1-800-782-4479, or
1-800-433-0001 (in Florida)

Printed in the United States of America

1 2 3 4 069 9 8 7 6 5 4 3 2 1

Holt, Rinehart and Winston, Inc.
The Dryden Press
Saunders College Publishing

Photo Credits

Color plates: *Page 1*, Four By Five; *page 2* (top), Nancy J. Pierce/Photo Researchers; (bottom), Gary Gladstone/The Image Bank; *page 3* (top left), National Archives/Photo Researchers, (top right), Three Lions, (bottom), Lester Sloan/Woodfin Camp.

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**WE DEDICATE THIS BOOK TO
BAXTER VENABLE
UNEQUALED EDITOR, GOOD FRIEND, AND GENTLEMAN**

PREFACE

This is a textbook about the life cycle. Our objective in this book is to share with you the nature of human growth and development from the very beginnings of life to its culmination. We hope that our narrative of the life journey provides you not only with an understanding of developmental psychology but also with insights into your own lifespan.

Developmental psychology continues to be an active field of study in the 1990s; exciting research findings have emerged since the previous edition of this textbook. Developmental psychologists have added new dimensions to our understanding of research methods, genetics, prenatal development, infancy and childhood, adolescence, adulthood, and dying and death. On the part of the general public, interest in aging processes continues to grow, and all indications are that such research activity and general interest will only increase in years to come.

In light of such developments, revising *Lifespan Development* to accurately portray the field as it exists today was not an easy task. Of course, we wanted to build upon the success of earlier editions and develop a superior pedagogical tool. Ultimately, our goal was to provide readers with a comprehensive yet understandable view of contemporary developmental psychology. The text, which consists of 12 chapters, has a number of important features:

■ Readability

A concerted effort was made to keep the book readable, one of the critically acclaimed features of earlier editions. Rather than providing an encyclopedic account of developmental psychology, we try to convey the essence of this discipline in an interesting way. We have attempted to make our writing style fluid and concise and to offer readers practical translations of theoretical material.

■ Balanced Coverage of the Entire Life Cycle

Lifespan Development offers balanced coverage of the entire life cycle. Unlike many other books, this text devotes full attention to all stages of human development, including the adult years. Chapters relating to adulthood are not simply tacked on at the end of the book. Instead, they are an integral part of the main theme of this textbook—the total development of the person from conception to death. Such integrated treatment enables students to see the continuum of the life cycle, as well as to understand how early growth stages influence later life.

■ Flexible Table of Contents

The structural framework of *Lifespan Development* continues to allow readers to study human development in a chronological or topical fashion. This feature is not available in most textbooks and provides instructors with course flexibility. Each chronological

stage of this book is divided into relatively small, compact units; and because of the continuity of these units, a topic such as “personality and social development” can be studied from a chronological, topical, or combined approach. Thus, “personality and social development” can be dealt with as a subject in itself (with appropriate readings from each developmental chapter) or within the chronological framework of each developmental chapter as the semester progresses. A chronological as well as topical table of contents is provided in the pages that follow.

■ Relevancy and Up-to-Date

Throughout the fourth edition of *Lifespan Development*, new material has been added and existing sections have been expanded to give readers the most up-to-date information possible. As a result, the book is soundly based in research and offers the reader the most current information available. A glance at the bibliography reveals an abundance of contemporary research citations, including over 300 post-1988 studies for the fourth edition. Of course, classic studies in the field have been retained and their relevancy explained.

■ Complete Teaching Package

A comprehensive *Study Guide* and an *Instructor's Manual* are available. The *Study Guide* contains a generous assortment of learning aids designed to assist the student in mastering text material. The *Instructor's Manual* offers a wide selection of test items for classroom use. In addition to these two ancillaries, a developmental psychology transparency package is also available. The package consists of 50 color transparencies with a resource guide of lecture notes for the instructor. The transparencies represent a unique visual dimension to any course on human development and complement the presentation of text material.

■ Pedagogical Aids

Lifespan Development contains a variety of pedagogical aids designed to promote the comprehension and retention of textual material. The generous but selective use of figures, graphs, charts, and photos calls visual attention to important points raised in each chapter. At the beginning of each chapter is an outline, which includes the major contents of the chapter. The book includes a complete bibliography and glossary. More specialized pedagogical aids include the following:

☐ What Do You Think? (Introductions)

Each chapter begins with a section designed to stimulate thinking and arouse curiosity before the chapter is read. By the time each chapter is concluded, the issues raised will have been addressed.

☐ **Application Boxes**

These boxes are clearly identified throughout the book and offer applied formulations to the main body of the text. They relate to the everyday lives of students and are designed to bridge the gap between theory and the real world.

☐ **International Lifespan Development Boxes**

These boxes are also clearly identified throughout the book and explore important cross-cultural topics in the field of human development. We believe that one of the best ways to understand human development is through a knowledge of other cultural practices and behaviors.

☐ **Unit Reviews**

Interspersed within each chapter are brief summaries. These are designed to crystallize the material being read, integrate the major points, and unify the major points.

☐ **Chapter Reviews**

Each chapter concludes with a detailed summary focusing on the major points covered. This pedagogical aid is designed to further help students recall important concepts and assist in overall rates of retention.

☐ **Key Terms**

Following each chapter review is a listing of key terms. Definitions of the key terms can be found in the respective chapter or in the glossary at the conclusion of the book. Glossary items are italicized throughout the text.

☐ **Recommended Readings**

We end each chapter with an annotated list of ten readings or more. These recommended publications represent some of the most recent and important contributions to the field of human development.

Combined, we believe that these textbook features give both students and instructors a well-rounded and comprehensive learning package. Above all, we hope that you will find the fourth edition of *Lifespan Development* enlightening and enjoyable. We are eager to share with you the excitement of studying the development of the most complex of all life forms—human beings. Welcome to the field of developmental psychology.

■ Acknowledgments

While authors bear the responsibility for the textbook's contents, many individuals contributed to its development, preparation, and ultimate publication. We extend our appreciation to those psychologists who played a role in the success of the first three editions as well as those who reviewed the manuscript and contributed to the improvement of the fourth edition:

Betty Biernat, St. Mary's Junior College
Robert E. Billingham, Indiana University
John R. Brownlee, University of Utah
Bridget Coughlin, Hocking Technical College
James R. Council, North Dakota State University
Carroll Doolin, Henderson County Junior College
Vickie Dosset, Trinity Valley Community College
Eileen Edelstein, North Shore Community College
Mary Francis Farkas, Lansing Community College
Juanita L. Garcia, University of South Florida
William Hamps, Louisiana State University at Eunice
Elior Kinarthy, Rio Hondo College
Louis A. Martone, Miami-Dade Community College
Carolyn J. Meyer, Lake-Sumter Community College
Thomas P. Moeschl, Broward Community College
Karen H. Nelson, Austin College
Rob Palkovitz, University of Delaware
Patricia Petretic-Jackson, University of South Dakota
Nicholas R. Santilli, Mt. Vernon College
Richard Sebby, Southeast Missouri State University
Ralph G. Soney, Western Piedmont Community College
Robert S. Stowe, Central Connecticut State University
William J. Struhar, Sinclair Community College
Lori L. Temple, University of Nevada, Las Vegas
Paul E. Thetford, Texas Women's University
Thomas J. Weatherly, DeKalb College

We also wish to thank the people at Holt, Rinehart and Winston who brought their expertise to this project: Tina Oldham, Acquisitions Editor; Tod Gross, Developmental Editor; Catherine Townsend, Project Editor; Annette Dudley Wiggins, Production Manager; and Vickie McAlindon Horton, Design Supervisor.

Grateful appreciation is extended to Molly Helms for typing and preparing the manuscript. We owe her special thanks for a variety of services, including always meeting our deadlines, deciphering illegible handwriting, adding suggestions along the way, and understanding the various idiosyncrasies of authors that go along with the job.

And finally, to our wives and children go our heartfelt appreciation. Writing always requires its share of personal and family sacrifices, but the patient understanding of our loved ones enabled us to devote the long hours necessary to complete this project successfully. Their empathy, support, and love were sources of continual inspiration from the beginning of our efforts to produce this book. Because of them, the fourth edition of *Lifespan Development* has become a reality.

Jeffrey S. Turner
Donald B. Helms
New London, Connecticut
June, 1990



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Donald B. Helms teaches psychology at Mitchell College. His background includes training in counseling, psychometrics, and industrial and physiological psychology. For four years he was stationed at the School of Aerospace Medicine in San Antonio, Texas, as a neurophysiological research psychologist with the Air Force. There he was a member of a research team that participated in basic and applied investigations for the Air Force's vestibular laboratory, often under contract to NASA, and was involved in the screening process for the astronaut program. Since then he has taught a wide variety of psychology courses at several colleges. His current areas of interest are moral and cognitive development, including abstract and creative thought processes. He is married and has three children.





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