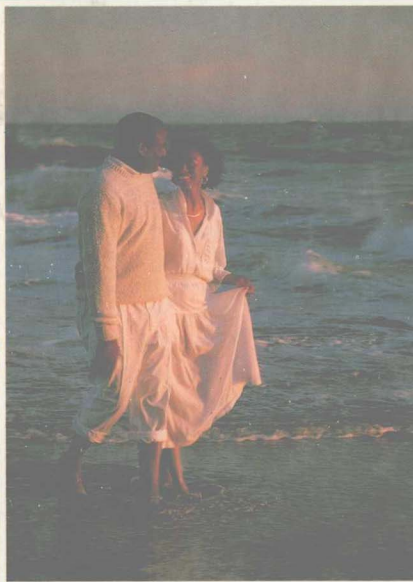


SIXTH EDITION

Human Development



Grace J. Craig

Human Development

SIXTH EDITION

Grace J. Craig

University of Massachusetts



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Preface

The primary purpose of the earlier editions of *Human Development* was to introduce a wide range of college-level students to the study of life-span developmental psychology. The enthusiasm and loyalty of the text's many users have proved that it has succeeded in this task. This sixth edition is similarly aimed at a large cross section of students varying in academic background, career interest, and past experience with the social sciences. It is addressed not only to psychology students, but also to students interested in nursing, education, social work, and home economics. As with the previous editions, this text may be used in a student's introduction to human development or even in the only course a student takes in this discipline.

As before, this text views the periods of the life span as segments of the rich, complex drama that is human development. Its concepts, viewpoint, and data are drawn from many disciplines, such as education, psychology, biology, sociology, and anthropology. Because the field of human development is so challenging, open-ended, and controversial, we have given the student plenty of opportunity to consider a variety of perspectives and sources of evidence, weigh these against personal experience, and develop a point of view. The book presents facts, dominant theories, recent research, and cross-cultural perspectives in a clear, informal, and readable manner.

As in previous editions, the text provides a balanced look at every period in the life span. All chapters have been thoroughly revised to reflect the research of the early 1990s. There are separate chapters on the developmental milestones of early, middle, and late adulthood as well as topical chapters on the family, the world of work, and death and dying. In all periods, we have included new research and expanded topics of interest, such as modern reproductive technology, parent–infant bonding, the changing role of fathers, early cognitive and language development, the day-care dilemma, the effects of divorce on children, developing social knowledge, child abuse, computers and learning, learning disabilities, culture and learning, children and stress, adolescent identity, family systems, alternative lifestyles, the effect of AIDS on sexuality and intimacy, divorce, single parenting, stepparenting, dual-worker families, mentoring, fitness, stress, midlife transition, personality continuity and change, retirement, and controversial theories and issues related to the aging process.

Throughout the book, contemporary issues in the field of human development have been presented in boxes. The boxes include *research* (“Personality over the Life Course,” “Identical Twins Reared Apart,” and “Nicknames”), *issues* (“Reproductive Technology: What Are the Options?” “Caesarean Childbirth,”

“Trends in Breast-Feeding and Bottle-Feeding,” “Early Infant Day Care: A Cause for Concern?” “Sudden Infant Death Syndrome,” “Play Tutoring: The Role of Adults in Children’s Play,” “Adolescent Depression,” “Timing of Parenthood,” “Unemployment and Health,” “Sleep Patterns and the Elderly,” and “Alzheimer’s Disease”), and *applications* (“Hothouse Babies,” “Choosing an Infant Day-Care Center,” “Children’s Concepts of Their Bodies,” “The New College Student,” and “Reactions of Medical Staff to Death and Dying”).

IN-TEXT STUDY AIDS The sixth edition has a number of features that will help both students and instructors. All 21 chapters open with broad outlines of contents and objectives that help students to focus on what they need to learn from a particular chapter. Each chapter closes with a study outline (new in the sixth edition), a list of key terms, self-test questions, and annotated suggested readings. Within each chapter, numerous photographs, diagrams, tables, and figures enhance the text discussions and present material in visual form. The back of the book contains a glossary (new in this edition), a carefully updated bibliography, and name and subject indexes.

SUPPLEMENTS This text would not be complete without a supplements package to help you teach even more effectively. With this new edition, we have kept those supplements that professors have said are most helpful to them and updated these items to reflect the new material. These include an Instructor’s Manual, Study Guide, Test Item File, Computerized Testing for IBM, and acetate transparencies. The *Instructor’s Manual* contains lecture and activity suggestions along with a variety of written and video references. This manual was again written by Marilyn Coleman at the University of Missouri–Columbia. The *Study Guide*, written by Lisa Reboy of the University of Kansas and based on her background in experiential teaching, gives you and your students test questions, thought-provoking essays, and activities that will teach the concepts in the text and apply the information to novel situations. The *Test Item File* contains approximately 2,600 questions, consisting of multiple choice, short answer, and essay questions. This was written by Jeff Parsons, who has experience in writing test files and in teaching. You can access this test item file in two ways to help you prepare exams. The *Prentice Hall DataManager* is an electronic classroom management system containing a test generating system (*Test manager*) and a grading program that includes scanning features (*Grade manager*). All test items are included in DataManager, which is available for IBM and IBM compatible computers. The Prentice Hall Telephone Testing Service allows you to phone Prentice Hall to type your test.

With this new edition, we have provided many new supplements that will allow you to do even more in your class. In addition to the Series 1 set of 26 four-color acetate transparencies, a new Series 2 gives you over 30 new transparencies from this text and other sources. These include illustrations, photos, and data charts that will help your students understand important concepts.

Especially exciting is the custom reader that we are doing in conjunction with Ginn Press. From a list of articles provided, you may choose as many as you want to be published into a customized supplemental reader for your class. You will be able to provide the special emphasis you want, without having to research, pull, and get permission for all of the articles yourself. In special circumstances, articles provided by the professor may be included. This reader will be sold to the students at minimal cost.

Also, a variety of new videos is being offered free with this text. The ABC News/Prentice Hall Video Library for Human Development is comprised of professionally produced videos designed to coordinate and enhance the sixth edition of *Human Development* and your course. These videos explore a variety of issues in human development today that correspond to topics found in this book. Based on ABC News award-winning programs—Nightline, 20/20, This Week with David Brinkley, World News Tonight, and The Health Show—ABC and Prentice Hall have combined to select the most current videos that will provide especially good support for your lectures. The *Instructor's Manual* contains information about how to integrate these videos with the book and the content of your course. Other videos that Prentice Hall offers free upon adoption include Seasons of Life, from the Annenberg Foundation, and Catch 'Em Being Good.

Acknowledgments

As with previous editions, the sixth edition of *Human Development* incorporates the contributions of many individuals: people of all ages whom I have met or studied in classrooms, clinical encounters, and interviews; students and research assistants; colleagues, teachers, and mentors; family members and friends. Their experience, ideas, and insights are reflected in the text.

I would like to thank all the reviewers from all editions of the text. Their consistently insightful and thoughtful comments have helped improve the book. In particular, I'd like to thank the following reviewers who helped shape the sixth edition: Patrick Williams, *University of Houston–Downtown*; Barbara L. Watters, *SUNY–Oswego*; Anthony Fowler, *Florence Darlington Technical College*; Sharon Stiefel, *University of Alabama*; Sue Sommers, *Butler County Community College*; Nolan Embry, *Lexington Community College*; Henry Patterson, *Pennsylvania State University–Berks Campus*; Jane Krump, *North Dakota State College of Science*; Kathleen Hoyt, *Boise State University*; Karen Hancock Gier, *University of Alaska–Anchorage*; Patrick T. DeBoli, *Nassau Community College*; Janet Johnson, *University of Maryland*; and Cosby Steele Rogers, *Virginia Polytechnical Institute*.

I am most grateful for the writing assistance and editorial contributions of Lauren Meyer, Judy Harris, and Linda Smolak. Special thanks go to my researchers, Debra Ross, Feching Chen, and Yu-min Meng, whose welcome suggestions and conscientious search for new material helped renew and enrich this edition.

At Prentice Hall, I would like to thank my acquisitions editors, Charlyce Jones Owen and Carol Wada, who helped with the general planning and scheduling of the book. My production editor, Kari Callaghan, has spent long hours in coordinating and managing manuscript and proofs. I owe thanks as well to Anita Dickhuth, whose sensitive and thorough photo research has resulted in superb selections to complement the text. A special word of thanks is due my secretary, Eileen Besse, who willingly coped with sudden changes, missed deadlines, and the numerous loose ends that invariably accompany the final stages of book completion. And, finally, many thanks to my development editor, Roy Dickinson, whose ideas, suggestions, and careful editing made this edition special.

G.J.C.

Chapter 1

*The more things change, the more
they remain the same.*

ALPHONSE KARR
LES GUÉPES, 1849

CHAPTER OUTLINE

An Objective Study of the Life Span
Historical, Socioeconomic, and Cross-
Cultural Perspectives

Changing Child-Rearing Practices
Attitudes toward the Aged

Developmental Processes

Biological Processes of Development

Environmental Influences on Development

Interaction of Developmental Processes

The Systematic Study of Human
Development

Asking Good Questions

The Scientific Method

Types of Measurements

Research Designs

Natural versus Experimental Settings

*Focus on Research: A Naturalistic Study of
Children's Social Behavior*

Longitudinal and Cross-Sectional Designs

*Focus on Research: Personality over the
Life Course*

Interpreting the Evidence

Blocks to Good Observation

Limiting Conclusions

Research Ethics

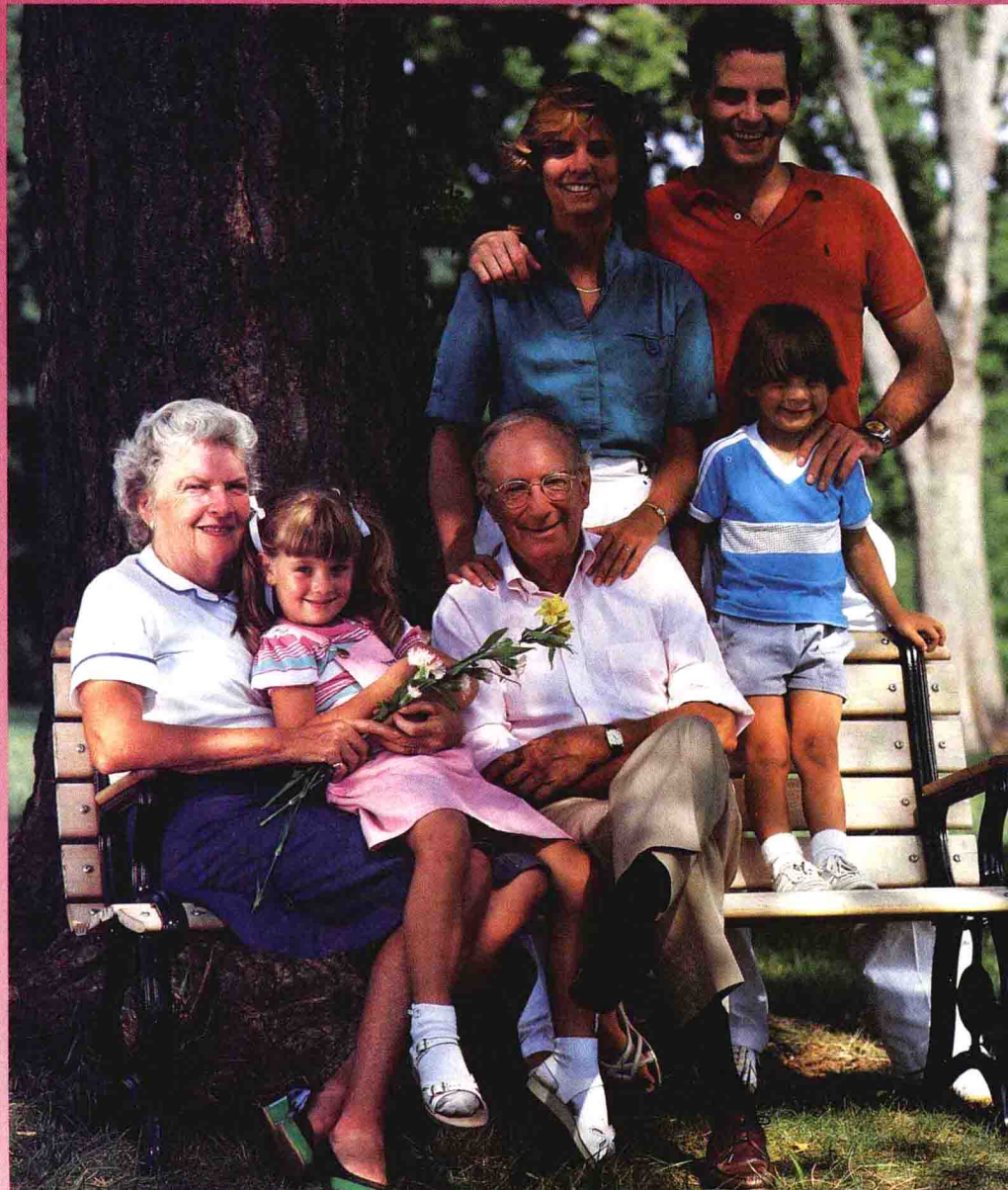
*Focus on an Issue: Ethical Problems in
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Study Outline

Key Terms and Concepts

Self-Test Questions

Suggested Readings



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Development: Perspectives, Processes, and Research Methods

Millions of sperm—fragile and microscopic—swim against great odds to reach the egg cell. Only one unites with it to begin a new human being. A newborn gasps to fill its lungs and then cries out its own arrival.

Infants form bonds with those close to them and, as their physical, intellectual, and emotional needs are met, learn to trust the world.

Toddlers touch, taste, pull, push, climb over, under, and through to discover the nature of the world and their powers within it.

Kindergartners use the intricacies of words in sequence to command, to inquire, to persuade, to tease, and to attack—all to engage others in their quest.

Schoolchildren, through ritual chants, repeatedly trap one another in the “rules of the game.”

Adolescents struggle with choice and decision, with the reexamination and reassertion of what is important and meaningful in life.

Adults rediscover beauty in music or nature and feel a childlike wonder at a new experience.

Older people review their lives and accomplishments, wondering if they’ve done what they set out to do.

Youths, adults, and the aged discover and rediscover the meaning of relationships. Whether sensitive and fragile, sturdy and supportive, stormy and anxious, or quietly comfortable and comforting, these relationships are a necessary and continuing part of human development.

Complex and rich, full of quest and challenge, the process of human development is the product of many strands—the blending of the biological and the cultural, the intertwining of thought and feeling. The process begins with conception and continues through old age.

In this book, our aim will be to examine developmental trends, principles, and processes throughout the human life span and across several disciplines. We shall investigate the human organism at all ages and stages with attention to biology, anthropology, sociology, and psychology.

CHAPTER OBJECTIVES

By the time you have finished this chapter, you should be able to do the following:

- Discuss the goals of those who study human development.
- Explain how historical, socioeconomic, and cultural factors influence our understanding of human development.
- Define biological and environmental processes of development and explain how these two types of developmental processes interact.
- Describe the research methodology that is used in the study of human development.
- Describe the major categories of developmental research and explain their similarities and differences.
- Discuss the ethical principles that researchers should follow when conducting research.

AN OBJECTIVE STUDY OF THE LIFE SPAN

What is the goal of studying human development? We seek to discover, amid all the complexities, some consistent common processes and major influences throughout the life span. We begin with careful observations and descriptions of human

growth and behavior. Then we generate hypotheses, test these hypotheses, and progress to clear explanations and greater understanding.

Difficulties in understanding human behavior are often caused by those who try to explain and predict it. Whenever we evaluate what people can or cannot do, whenever we try to predict what they should do—in short, any time we pass judgment on the behavior of other human beings—we bring to our conclusions an accumulation of values and standards that are based on our own experiences and environments. It is difficult for us to set aside our subjective judgments and look at others objectively, or on their own terms.

In the development of value systems, for example, we find that an American child from one family quickly learns that fighting with one's peers is unacceptable behavior and is taught to use words to express anger. A child from another family, however, learns to use physical force to demonstrate the same emotions. Whole cultures can, in the same way, encourage either aggressive or cooperative behavior. One culture or socioeconomic group may forbid—or at least strongly disapprove of—the very behavior that another culture encourages. Cultural values thus form the basis for the behavior and the judgment of its members. Children gradually learn what is “right” and “normal,” and they usually try to behave accordingly.

The same considerations apply to the development of sexual behavior. For instance, much of American culture generally discourages sex play and nudity among young children, frowns on homosexuality at any stage of development, and disapproves strongly of incest and open extramarital sex. In contrast, the Marind Anim tribe of New Guinea encourages sexual activity among young children and expects homosexual relations between adolescent boys and older relatives. A bride has public intercourse with male members of the husband's family before the husband is permitted access. This culture also encourages tribal women to engage in extramarital sex, as long as they do it with their husband's knowledge and approval (Van Baal, 1966). If we try to understand human behavior and development without knowing about such cultural variations, we shall be badly misled and our conclusions will be unsound.

In the study of human development, it is important to be aware of the full life span. Just as the explanation of adult behavior depends upon an understanding of child development, the study of child development is enriched by an awareness of the potential of adulthood (Neugarten, 1969). In this book, we will examine the periods of development—ranging from infancy to adulthood—individually, and we will study the various aspects of development (for example, physical development, cognitive development, and social development) as they apply to each age period. But it is very important to remember that all age periods and aspects of development are interrelated.

HISTORICAL, SOCIOECONOMIC, AND CROSS-CULTURAL PERSPECTIVES

Historically, attitudes toward both childhood and aging have varied widely. In the Middle Ages, European adults largely ignored the period of childhood. They viewed children as infants until age 6 or 7. Older children were considered small adults and treated to adult conversation, jokes, music, food, and other entertain-