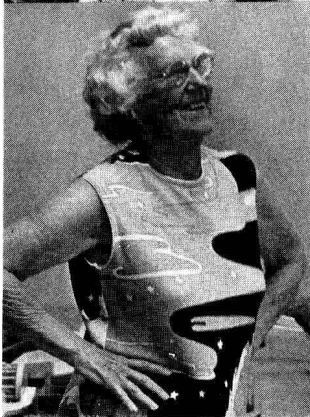
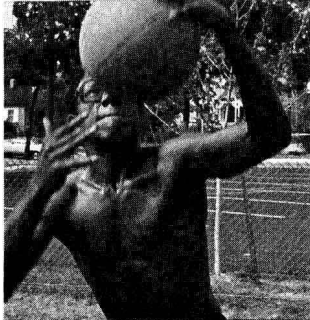


Lawrence B. Schiamberg

Second Edition

# Human Development





# *Human Development*

SECOND EDITION

*Lawrence B. Schiamberg*

MICHIGAN STATE UNIVERSITY

*with contributions by Gale Spirtas Schiamberg*

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## *Dedication*

For a book that deals, in part, with the vital contributions of the family to human development, it is fitting that this book be dedicated to my family—Gale, Scott, Bruce, and Elizabeth Schiamberg, Mr. and Mrs. Louis Schiamberg, and to the memory of Mr. and Mrs. Abraham Spirtas.



# Preface

This book is primarily intended for introductory courses in life-span human development offered in departments of child/human development and family studies. It is appropriate for similar courses in such fields as psychology, social work, medicine, nursing, and education. The basic approach of the book is to treat human development as a process that involves the *mutual, reciprocal, and dynamic interaction* of the human being with the significant *contexts* of life (e.g., family, work, community, neighborhood, and culture) including the “significant others” of the life experience (e.g., parents, siblings, peers, neighbors, friends, and teachers). I shall refer to this approach as the *systems or ecological* perspective to human development. My intent is to organize and present to the beginning student vital and up-to-date theory and research in human development in such a *systems or ecological* framework. I believe that such a perspective provides the beginning student with a useful technique for approaching the significant issues and problems of human development. The systems perspective in its simplest form is a way of understanding and approaching the holistic and interactive dimensions of human development. Such an approach enables one to understand the complex nature of human development, human behavior, and related social problems. By calling attention to the mutual adaptation between the developing person and the significant contexts of life, the systems perspective helps the student to ask the right “questions” about human development rather than relying on simplistic, overly general, or convenient “solutions.” Ackoff (1974) summarizes this position as follows:

*We fail more often because we solve the wrong problem than because we get the wrong solution to the right problem.\**

\*R. L. Ackoff, *Redesigning the Future: A Systems Approach to Societal Problems* (New York: Wiley, 1974), p. 8.

The author believes that a systems perspective provides the student with an important analytical tool as well as a beginning preparation for many significant careers and professional roles involving (but not limited to) housing and environmental design, nutrition, medicine and health sciences, nursing, child development, teaching, adolescent and youth services, gerontology, extension work, social work and social welfare, family economics, psychology, and business.

A major feature of this book is the emphasis on the vital role of contexts of development such as work, family, and neighborhood in human development. This is a unique and much needed perspective since the study of human development is much more than simply describing changes in the individual over time. Rather, the meaningful and practical application of human development concepts requires attention to the *progressive interaction* and *mutual adaptation* of human beings and the significant environments or contexts of life throughout the life span. In the same manner that biologists and zoologists have undertaken to describe plant and animal life by examining the *ecology* or mutual relationships between organisms and their environments, the study of human development becomes richer and more complete by focusing on the ecological or systems perspective. In contrast to the ecology of plant and animal development, the ecological or systems view of human development includes a major focus on the man-made and culturally evolved environments (e.g., schools, computers, television, and work arrangements) which dramatically influence human adaptation and development.

A significant aspect of this book is the complete and comprehensive consideration of the role of the family throughout the life span. Material on the family is presented in such a way that it clearly and specifically relates to the development of the individual human being at each stage of the life cycle. Furthermore, the book gives credence to the still relatively new concept of the family as a *system*. This family-systems approach is consistent with the overall approach of the book as well as providing a critical set of ideas for examining and analyzing the contributions of the family to human growth and development. Attention is given to alternative family forms including the single-parent family as well as to the impact of working mothers.

The balance of coverage of material in this book is appropriate for an introductory course. Each chapter or stage of development is thoroughly covered. The presentation of research is complete, practical, accurate, and up-to-date. A concerted effort has been made to balance necessary depth with a breadth of subjects that introduces the student to important and unique perspectives in a human development textbook (e.g., the issues of teenage pregnancy, home birth, home care for the aged, and the responsibility of middle aged adults for their aging parents).

The text is written in clear, simple, and upbeat prose. The writing style should be particularly appealing to college freshmen and sophomores. The language is straightforward. Students will find the writing style to be refreshingly direct as the more theoretical or research-oriented examples have been intentionally brought "down-to-earth" by specific examples, practical applications, and discussion questions. This has been accomplished without "watering down" the concepts or by "talking down" to the reader. Furthermore, the writing is uncluttered by jargon, flows well and, in so doing, motivates students to read on without getting them bogged down in theory or research.

Given the target audience of this book (the college freshman or sopho-

more), the book incorporates many useful pedagogical devices including application boxes, scenarios, discussion questions (at the end of each chapter and throughout the book), and extra "human" examples—all designed to elaborate on significant theoretical, practical, or research issues, such as day care or emotional stress and physical growth. They encourage students to reflect on their thoughts and opinions and to generate group discussion.

The use of pedagogical devices is designed to personally involve the student through specific questions—"your opinion"—as well as through application boxes and scenarios. In addition, the general variation of topics and the "change of pace" throughout the book makes it enjoyable to read. Another technique to encourage student involvement is the clarification of the "direction" of chapters through outlines at the beginning of each chapter and summaries at the end of each chapter. Furthermore, the text material is intentionally written in a manner that makes ideas "flow" in a natural order. Central ideas are clearly presented followed by clarifying examples and, in many instances, application boxes or scenarios which make the reader "want to" think and talk about the ideas.

The text is accompanied by an instructor's manual and a student guide. The instructor's manual contains student examination questions (including multiple choice questions, true-false questions, short-answer questions, and essay questions), lists of appropriate films, slides, television tapes, numerous student activities, and further information on the systems perspective to human development. The student guide contains chapter outlines, behavioral objectives for each chapter, student review questions, and suggested activities. Overhead projections of selected text material are available from the publisher.

There have been many individuals—family members, professional colleagues, reviewers, friends, photographers, students, typists and staff of Macmillan Publishing Co. Inc.—who have provided important assistance in the rather large and significant task of writing about human development. In particular, I would like to thank my family (Gale, Scott, Bruce, and Elizabeth) for their faithful cooperation and patience in an effort which took many years to complete.

My wife, Gale, deserves particular recognition for her numerous contributions to this book. She was responsible for arranging the vast majority of excellent photographs in the book, updating vital census information, doing thorough research on the many dimensions of human development, and carefully reading the manuscript, galley pages, and page proofs. Her insistence on accuracy, detail, and clear writing will surely be appreciated by students of human development. Were it not for these invaluable contributions, this book would not be a reality.

A special note of appreciation to parents—Mr. and Mrs. Louis Schiamberg—and sisters, brothers, and their families for their longstanding concern and interest. In addition, appreciation is extended to colleagues in the College of Human Ecology at Michigan State University for creating an atmosphere in which such a book can be written: Dean Lois Lund, Dr. Robert Giffore, Dr. Eileen Earhart, the late Dr. Beatrice Paolucci, Dr. Robert Boger, Dr. Jane Oyer, Dr. Donald Melcer, and Dr. Verna Hildebrand. The many excellent photographs in this book are largely the professional work of Darryl Jacobson, David Kostelnik, Wayne Mason, Sylvia Byers, Shan Rucinski, and Hope and Jeffrey Morris. Many students and colleagues in the College of Human

Ecology, Michigan State University provided invaluable contributions to the formulation of ideas that are central to this book.

The contribution of the reviewers was instrumental in the development of this book. Their knowledge of both the field of human development and its students was invaluable. For the first edition, I wish to thank Professors Trevor R. McKee, Joan N. McNeil, Gail F. Melson, Mary Jane S. Van Meter, and Sally Van Zandt, for the second edition, I wish to thank Professors Karen Peterson, Jean E. Poppei, and Bruce Roscoe. I also wish to thank Dr. Dorothy McMeekin of the Department of Natural Science at Michigan State University for her helpful review, suggestions, and critique of genetic factors in Chapter Four. Recognition of appreciation is also extended to the staff of the Lansing Public Library, especially Mr. Joseph Brooks, to the staff of the East Lansing Public Library, especially Sylvia Maribate and John Gleason, and to the staff of the M.S.U. and Library of Michigan Documents Division for their able assistance. Invaluable help arranging infant photographs was provided by the following Lansing, Michigan hospitals: Lansing General, St. Lawrence, and Sparrow.

The editorial and production staff of the college division of Macmillan Publishing Company provided invaluable assistance, guidance, and advice. In particular the senior editor, Mr. Peter Gordon, and the production editor, Eileen Schlesinger, were ever ready with professional advice and personal support. The manuscript was typed most ably by Martha West with contributions by Michele Meyrowitz.

Lawrence B. Schiamberg  
*East Lansing, Michigan*



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# 1

## *Basic Concepts and General Principles of Human Development*

PURPOSES OF THIS BOOK

WHY EXAMINE HUMAN  
DEVELOPMENT FROM A  
LIFE-SPAN PERSPECTIVE?

WHY EXAMINE HUMAN  
DEVELOPMENT FROM AN  
INTERACTIONAL OR  
"SYSTEMS" PERSPECTIVE?

THE NATURE OF HUMAN  
DEVELOPMENT

**Periods of Human  
Development  
Principles of Human  
Development**

SUMMARY

## Purposes of This Book

This book is written with essentially two purposes in mind.

1. The *first purpose* is to introduce the beginning student of human development to the excitement and challenges of studying the human being through the life span (birth to death).
2. The *second purpose* of this book is to present a framework for thinking about the developing human being in relationship to the significant environments of his or her life. For example, such environments include the family, the school, the peer group, the world of work, the neighborhood, the media, and the community. We will call this holistic approach the *systems perspective*.

## Why Examine Human Development from a Life-Span Perspective?

By looking at the development of the person from birth to death, we can begin to understand how each period of development has its own challenges and frustrations and how it relates to other periods of development. The infant and the toddler learn how to control their behavior and fashion a sense of self in relation to the world of the family and of play. The school-aged child adjusts to a new environment (the school) and to a new adult (the teacher) while learning to read, write, and socialize with peers. The adolescent comes to grips with the self in terms of the world of work, career, and social development. The young adult further clarifies vocational direction and lifestyle and may begin intimate social or family relationships. The middle-aged adult consolidates self-development by generating activities that support and strengthen career and social/family associations. And finally, the aging adult

The course of human development is influenced by many people and experiences.

Photograph by Dr. Donald Melcer

