

Contents

1	
What Can We Learn from the Longitudinal Study of Adult Psychological Development?	1
<i>K. Warner Schaie</i>	
Introduction	1
Advantages of Longitudinal Studies	2
Longitudinal Studies as Quasi-Experiments	4
Empirical Studies of Adult Psychological Development	12
References	18
2	
The Iowa State Study of the Adult Development of Intellectual Abilities	20
<i>Walter R. Cunningham and William A. Owens, Jr.</i>	
Introduction	20
Study Characteristics	23
Structural Properties	27
Age Changes in Mean Levels	30
General Conclusions	34
References	37
3	
Aging Twins: Longitudinal Psychometric Data	40
<i>Lissy F. Jarvik and Lew Bank</i>	
Introduction	40
Psychometric Data from Initial Test Round	42
Longitudinal Psychometric Changes	43
Psychometric Performance and Survival	46
Conclusions	59
References	60
4	
The Seattle Longitudinal Study: A 21-Year Exploration of Psychometric Intelligence in Adulthood	64
<i>K. Warner Schaie</i>	
Introduction	64
Description of the Measurement Variables	72

Description of the Data Base	77
Age Differences in Ability Patterns	83
Age Changes in Intellectual Abilities	96
Practical Significance of Age Changes and Cohort Differences	111
Factors Affecting Change in Intellectual Performance	115
Summary and Conclusions	126
References	130
5	
Psychological Aspects of the Duke Longitudinal Studies	136
<i>Ilene C. Siegler</i>	
Introduction	136
Description of Studies	136
The First Longitudinal Study	141
The Second Longitudinal Study	167
Concluding Comments	184
References	185
6	
Constancy and Change of Behavior in Old Age: Findings from the Bonn Longitudinal Study on Aging	191
<i>Reinhard Schmitz-Scherzer and Hans Thomae</i>	
Introduction	191
Methods	193
Findings	197
Conclusions	217
References	218
7	
Recent Longitudinal Research on Personality and Aging	222
<i>Paul T. Costa, Jr., Robert R. McCrae, and David Arenberg</i>	
Methods and Models in the Study of Personality and Aging	222
The Stability of Personality in Adulthood	226
Eliminating Response Bias as an Explanation for Stability	249
Personality Variables in Longitudinal Research	256
Conclusions	261
References	262
8	
The AT&T Longitudinal Studies of Managers	266
<i>Douglas W. Bray and Ann Howard</i>	
Introduction	266
Design of the Management Progress Study	267

The Assessment Center Method	270
Initial Characteristics of Young Managers	274
Early Managerial Lives	276
Eight-Year Changes in Abilities	282
Some 20-Year Changes in Work Attitudes, Motivation, and Personality	286
Managerial Success and Life Satisfaction	295
The New Generation	304
Concluding Remarks	310
References	312
Author Index	313
Subject Index	321