

Preface

One of the main objectives of this book of readings and essays is to introduce the reader to the broad panorama of contemporary psychology by mapping out significant areas of research, major controversies, and traditional divisions of the field. Another objective is to allow the reader to encounter the challenges, surprises, insights, and ironies that enliven the landscape of psychology.

Can chickens play baseball? Do some songbirds have a Southern accent? Can average people be talked into giving severe electric shocks to helpless victims? Are geniuses born or made? Why do some monkeys wash their yams before eating them? Is a whole brain better than half a brain? What is a memory? Do people learn how to be mental patients? These questions—both the whimsical and the serious ones—are drawn from a few of the collected articles to suggest the wide range of human and animal behavior encompassed by contemporary psychology.

As in most introductions to psychology, this volume is addressed to perennial problems—heredity, development, learning, and so forth—thus suiting it for use as a textbook or set of supplementary readings in a course in introductory psychology. In form and content, however, this book is not at all conventional. In general, books of readings consist of highly technical journal articles, written by professionals for their professional colleagues. Their verbiage is often impenetrable, forbidding, and discouraging to the beginning student. Many of the details so important to the specialized worker are meaningless and boring to the uninitiated. To circumvent these problems, and, simultaneously, to extend the range of coverage, I departed from the common procedure of reproducing only entire articles from technical journals. Instead, wherever feasible, I excerpted, condensed,

and summarized. A few articles that are brief and interestingly written I quoted entirely.* When articles were long, complicated and/or esoteric, I described them, or I rewrote them. In the latter instance, I sent my rewrite to the original author and obtained his approval.

Nor did I limit my selection to technical reports. In delineating fundamental problems, I drew from books as well as journals and from historical and journalistic and even personal documents. Also, I asked fellow psychologists to prepare certain articles specifically for this volume. Furthermore, the articles I selected unabashedly reflect the sometimes intimate relationships between psychology and sociology, biology, zoology, medicine, philosophy, and other disciplines. While most of the articles presented here concern recent theoretical, experimental, and clinical work, some are about older contributions which I feel were simply swamped out and thus neglected in the flood of recent research.

My own frankly admitted preference is for articles discussing raw data that show the variation so characteristic of behavior. However, I did not exclude articles that reflect advances along theoretical or philosophical lines. Although my theoretical preferences undoubtedly show in comments and conclusions and speculations, I have tried to challenge rather than indoctrinate readers, to invite them to develop their own positions and to enter into psychology's lively ongoing debates. It is for this general purpose that I chose to focus attention on areas where problems still abound.

If any guiding principle influenced the

*The sources of complete quoted articles and the sources of other extensive quotations are identified in footnotes and are also included in the list of references.

final selection of articles in *Panorama of Psychology*, it was a preference for items reflecting the tremendous potential manifested in the psychological domain. The reader will find illustrations of this sometimes surprising potential in several recent studies—for example, in studies of earliest infancy, in **naturalistic observations** of so-called wild animals, and in reports from the area of **psychotherapy**.*

In preparing *Panorama of Psychology*, I also tried to keep in mind such well-founded criticisms of psychological jargon as these pungent observations offered by Robert B. MacLeod in a speech to American Psychological Association members in Los Angeles in 1964 (MacLeod, 1965).†

Do you really enjoy reading the psychological periodicals? Can you without blushing assign them to your students? If you can, my point is already made. Sociological jargon may be even worse than ours, and interestingly enough the linguists have recently been achieving a degree of unintelligibility which approaches genius, but among the books the average student is expected to read there are likely to be few that are written with less grace and clarity than are the books on psychology. Read William James again, if only to be reminded that literacy and good psychology are not incompatible [p. 349].

In addition to MacLeod's injunction, these remarks by Peter F. Woodford (1967) offered guidance:

All are agreed that the articles in our journals—even the journal with the highest standards—are, by and large, poorly written. Some of the worst are produced by the kind of author who consciously pretends to a "scientific scholarly"

style. He takes what should be lively, inspiring, and beautiful and, in an attempt to make it seem dignified, chokes it to death with stately abstract nouns. Next, in the name of scientific impartiality, he fits it with a complete set of passive constructions to drain away any remaining life's blood or excitement; then he embalms the remains in molasses of polysyllable, wraps the corpse in an impenetrable veil of vogue words, and buries the stiff old mummy with much pomp and circumstance in the most distinguished journal that will take it. Considered either as a piece of scholarly work or as a vehicle of communication, the product is appalling [p. 743].

I scarcely hoped to achieve a model of stylistic elegance in the present work, nor did I expect to attain the level of excellence and charm found in William James's writings. I did however try to be constantly aware of my purpose, which was to prepare materials designed for reading by non-professionals. Although some jargon and stilted language may have insidiously crept into the following pages, I trust that they are not present in large enough amount to do injury to what should be, at least according to Woodford's standard, "lively, inspiring, and beautiful."

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For a reduction of my teaching duties and for their general facilitation of a

*Terms printed in boldface type are defined in the glossary at the back of this volume.

†Each speech, article, or book cited by author and publication date (e.g., "MacLeod, 1965") is fully identified in an alphabetical list at the back of this volume. References follow the style of the *Publication Manual of the American Psychological Association*, 1967 Revision.

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