

Preface

A hundred years ago Thomas Carlyle had this to say: "Today is not yesterday; we ourselves change; how can our works and thoughts, if they are always to be the fittest, continue always the same?"

This Seventh Edition of *Psychology and Life* has changed in step with the times. Yet the basic purpose and approach have not changed. In the First Edition the author attempted to write a textbook that would introduce students to psychology in an interesting and life-related way, yet without sacrifice of scientific rigor. This same principle has governed the preparation of the present edition.

For the author, each edition of *Psychology and Life*, as compared to the preceding one, has been both an easier and a harder task—harder because there is so much current literature to be evaluated but easier because this vast storehouse of facts and principles of psychology contains many more scientifically sound findings to answer students' questions.

This edition reflects the increased sophistication of the science of psychology and the greater precision and subtlety of the research being carried out. The presentation of research procedures and findings has been tightened and sharpened, but with care throughout to keep the human touch. Current findings in many new areas have been added, including the role of imitation in learning, possible neural mechanisms in learning and memory storage, cognitive dissonance, inhibition and excitation in the nervous system, visual pathways and receptive fields, sleep and dreaming. The "knowledge explosion" in the area of physiological psychology in the last fifteen years has produced much that is of direct relevance to a science of behavior.

So the discussion of this important area has been moved from the Reference Manual into the text itself. Physiological material will be found in the new Chapter 2, as well as in relevant locations throughout the book.

More emphasis has been put on theory, with one new section on major learning theories and another on major personality theories. Changes have been made in sequence and organization in an effort to highlight important relationships that are sometimes missed. Thus the materials on personality and individual differences have been moved forward to follow directly after the chapter on development, where their roots in the nature-nurture questions can be more clearly seen and understood. Similarly, the discussions of sensation, perception, and thinking now follow those on learning, clarifying the interdependence and continuing interaction of the several cognitive processes. The material on learning has been partly reorganized and includes a fuller treatment of operant conditioning and its applications in the fields of brain research, programmed instruction, and behavior therapy.

A new section in Chapter 1 on the "three faces of psychology"—teaching, research, and application—should serve to broaden the student's orientation to psychology as a field of study and as a possible career. This section emphasizes the importance of an interdisciplinary approach, using the timely area of studies of traffic safety for illustration.

The Reference Manual chapter on statistics has been extended to include a concise introduction to analysis of variance, a tool used increasingly in psychological research. In the new edition, as in the previous one, there is a two-level handling of statistical concepts: a verbal introduction to statistical concepts in the text discussion of individual differences, with the mechanics of computations reserved for the more detailed Reference Manual treatment.

The Reference Manual also contains an all-new "Frontiers" section to which experts in six of the most active areas of psychological research have contributed. Through these articles the student can visit the outposts of today's knowledge and share the excitement of looking to see what may lie ahead.

The new edition of the *Psychology and Life* Program again includes several supplementary materials designed to increase the student's involvement and understanding. The student workbook, *Working with Psychology*, has a new co-author: Dr. David S. Gorfein of New College. It includes directions for simple experiments not requiring mechanical equipment, studies of experimental method to guide students' analyses of published studies, guided reviews of the text chapters, and self-tests with an erasing device by which the student can verify his answers immediately, thus receiving the instantaneous feedback so conducive to learning. An expanded *Instructor's Notebook* provides additional resources for the instructor and suggestions for organizing varying types of courses depending on the needs of the individual situation. Brief editions of text, workbook, and instructor's manual are also available.

A new adjunct to this edition of *Psychology and Life* is a *Self-Instructional Program in Psychology*, prepared by Dr. Norman T. Bell of Michigan State University and Dr. James G. Hunt of Ball State University. This publication covers a selection of significant concepts treated in *Psychology and Life*; it is consistent with the text in terminology and parallels its six main divisions, but within units does not always rigidly follow the same sequence of development. It offers an innovation in programing technique, incorporating summary charts of important concepts and relationships to be prepared by the student. In situations in which programed material in just one area is desired, *Basic Statistical Concepts* by Dr. Jack I. Bradley and Dr. James N. McClelland will continue to be useful.

Another addition to the *Psychology and Life* Program is an innovative set of self-teaching tests, the *Fields Teaching Tests in General Psychology*, prepared by Dr. Paul E. Fields of the University of Washington. Designed for individual study, the tests make use of Dr.

Fields' Serial Multiple Discrimination Teaching techniques—a unique combination of multiple-choice and matching association items which requires the student to organize his knowledge and make increasingly sophisticated discriminations as well as generalizations. There is a test based on each of the chapters in *Psychology and Life*, with supplementary general tests for additional practice.

At this point it is appropriate to acknowledge the numerous positive and negative criticisms and comments of the following members of our advisory panel: Dr. Jack Bradley, of Long Beach State College; Dr. Marion Bunch, of Washington University, St. Louis; Dr. George G. Gurneson, of Cabrillo College; Dr. Richard W. Husband, of Florida State University; and Dr. Philip G. Zimbardo, of New York University. These five took part in the overall planning, read and criticized the manuscript, and are responsible for much that is good in the present edition. The author alone is responsible for any errors of omission or commission in the text itself. The reference manual on statistics is the work of William W. Ruch; each of the Frontiers pieces is signed by its author.

Thanks are also due to the following individuals who read and criticized particular sections of the manuscript: Dr. Robert A. McCleary, of the University of Chicago, Dr. Theodore C. Ruch, of the University of Washington School of Medicine, and Dr. Gary Galbraith, of the University of Southern California, for assistance with the text and illustrations on the nervous system; and Dr. Langdon F. Longstreth, of the University of Southern California, and Dr. George S. Reynolds, of the University of California at San Diego, for suggestions on the operant conditioning material.

Again thanks are due to Mrs. Letha Curtis Musgrave, M.A., of Psychological Services, Inc., whose conscientious and competent assistance in developing bibliographies, checking references, and copy-reading have greatly reduced the labors of the author. My thanks go also to the many teachers who have given me the benefit of their experience with *Psychology and Life* in the classroom and to my students of the last four years, whose questions have sharpened my efforts to communicate.

F.L.R.