

The eighth edition of *Psychology: An Introduction* contains significant revisions of a textbook that began its life nearly three decades ago. So swift has been the pace of psychological research during those years that this revision is in essence a different book. Perhaps the most eloquent evidence of this knowledge explosion will be found in the current index, where a very high proportion of the topics listed—all essential to an understanding of what psychology is all about in the mid-1990s—were not even a part of any psychologist's vocabulary when the first edition appeared.

We have always aimed to serve instructors and students eager for a book that, as one journal review of an earlier edition put it, "combines brevity, clarity, rigor, and relevance." And although the book retains that basic approach—striving for brevity and equal attention to scientific rigor and students' need for clarity and relevance—individual chapters have been reorganized and substantially rewritten.

To keep the book brief, we have continued to seek extreme economy in writing style and to concentrate more than ever on the main thrust and meaning of psychology. To keep the book rigorous and relevant, we have constantly asked ourselves: Of all the knowledge that now exists, what elements are *most* important to students—both those preparing for advanced courses and those who will have no further exposure to psychology?

If we can help students grasp the significance of key psychological principles and disabuse them of the false and often harmful beliefs about human behavior that are popular among those who have never taken a psychology course, we will feel gratified.

Changes in the Eighth Edition

We have made substantial changes in the structure of the book, most notably moving from 17 to 14 chapters. The first half of the book deals primarily with universal human—and sometimes animal—qualities, including the physiology and chemistry of the brain, sensation, perception, learning, memory, language, and the nature of emotions, motives, and drives.

The second half of the book deals with the differences among people, which are a function of both heredity and experience. Some of the most important sources of variation among individuals are intelligence, personality, response to stress, capacities to cope with difficulties, abnormal symptoms, developmental trajectories, and styles of social interaction.

Sensation and perception are now combined into a single chapter. The way the senses operate to inform us about the world continues to be one of psychology's major interests. Of equal importance, however, is the related process of perception—the way the mind organizes and interprets the evi-

dence that is received from the senses. New scientific discoveries are revealing the error of separating the reactions of the sensory receptors from the perceptual processes. This chapter helps the student to appreciate the close relation between the patterns of light and sound that encroach on us and the meaning each of us puts on that information.

The related topics of emotions, drives, and motives are also discussed in a single chapter so that the student can more easily understand the relations among all three processes. The drives of hunger, thirst, and sex create strong emotional states, and many human motives derive their urgency from the emotional feelings that accompany them.

Intelligence and personality are combined in a chapter because each represents a significant cause of differences among people. Further, psychologists recognize that motivation and anxiety can influence the quality of mental performance. This chapter also demonstrates how both intelligence and personality can be influenced, often subtly, by a combination of heredity and experience.

A number of new topics, suggested both by scientists and instructors as being of importance as well as of practical value to students, have been added. Prominent among them are expanded discussions of various forms of memory, aggression and violence, the role of women in the workplace, and aspects of physical health that are related to stress and coping.

We have increased our emphasis on the changes in psychological processes from infancy through old age so that the student can appreciate how experience and maturation, acting together, alter the basic mental and emotional features of humans. The ability to remember the past, for example, is fragile during the first year of life and again during the last decade of the average life span. Although children and adults are capable of fear and anxiety, the sources of anxiety change in a dramatic way with development. The adoption of this life span perspective will enrich the student's understanding of psychological processes.

We have also put a spotlight on the use of psychology by the media. We hope that the exploration of such issues will compel students to take a critical look at the many arenas in which psychology is discussed.

Our increased emphasis on the life span and the media reflect our individual strengths as authors. In addition, the study guide, prepared by Julius Segal and Robert McCall, is incorporated into the textbook (see the "To the Student" section). And finally, we have added a margin glossary with pronunciation guide. Adding this element, assisted by Barbara Hermann of Gainesville College, enabled us to revisit every single term and definition in the book. We trust that students will benefit greatly from this process.

Pedagogical Features

Some special features warrant additional mention.

First, the book contains three types of boxes: Psychology in Action, Life Span Perspective, and Psychology and the Media. Each type of box provides the student with a valuable perspective on a particular psychological issue covered in the chapter.

The Psychology in Action boxes explore practical applications of psychological research and show the relevance of psychology to the student's every-

day world. We have kept the most popular ones from the seventh edition and brought in new ones as well.

The new Life Span Perspective boxes survey how a particular phenomenon is manifested over the course of a life and expand the student's appreciation of the dynamics of human development. For example, the one in Chapter 14 (Social Psychology) queries, "How Much Can People Change" at different ages.

The new Psychology and the Media boxes enrich the student's insights into themes and controversies that appear in newspapers, magazines, and books. Chapter 9 (Stress, Coping, and Health) excerpts an article from the *Washington Post* on Alice Isen's work and poses questions for the student about testing the hypothesis and using humor. Each of these boxes ends with questions addressed to the student.

We have retained and updated the Test Yourself questions at the end of each section. Improved placement in the margin will facilitate the use of this feature, enabling students to use it without interrupting the flow. These questions foster progressive critical thinking and application of the material. Answers appear at the end of the chapter after the extensive Chapter Summary.

After the *Preface* in a section addressed to the student, we have included a set of instructions on "How To Study This Book," detailing the SQ3R method and contents of the Study Guide.

In addition, we have devised a Test of Essential Psychological Information (TEPI), which can be used as Pretest/Posttest tool. It can be applied to assess the level of psychological sophistication of the students as they begin the course and the changes that the course has helped bring about. The thirty True-False items of this test reflect key elements of psychological content in the introductory course.

The Ancillary Package

A **Test Bank**, completely revised for the eighth edition by Carolyn Meyer of Lake Sumter Community College, is available in printed and software versions. The test bank includes more than 100 multiple-choice and essay items per chapter. Each item is classified as "recall" or "application," assigned one of three levels of difficulty, and keyed to the learning objective and page number in the textbook. Items that come from boxes are so identified. The computerized test bank is available in IBM®, Microsoft Windows™, and Macintosh® formats. EXAMaster™ software allows instructors to create tests using fewer keystrokes, guided step-by-step by easy-to-follow screen prompts. EXAMaster™ has three test creation options: EasyTest™, which compiles tests from a single screen based on the instructor's choices; FullTest™, which includes a larger range of options and editing of items; and RequestTest™, a test compilation service for the instructor who has no computer. EXAMaster™ comes with EXAMRecord™, a customized gradebook software program.

An **Instructor's Manual**, prepared by Thomas Gerry of Columbia Greene Community College, is expanded to three times its previous size. Each chapter has objectives, lecture outlines, teaching suggestions,