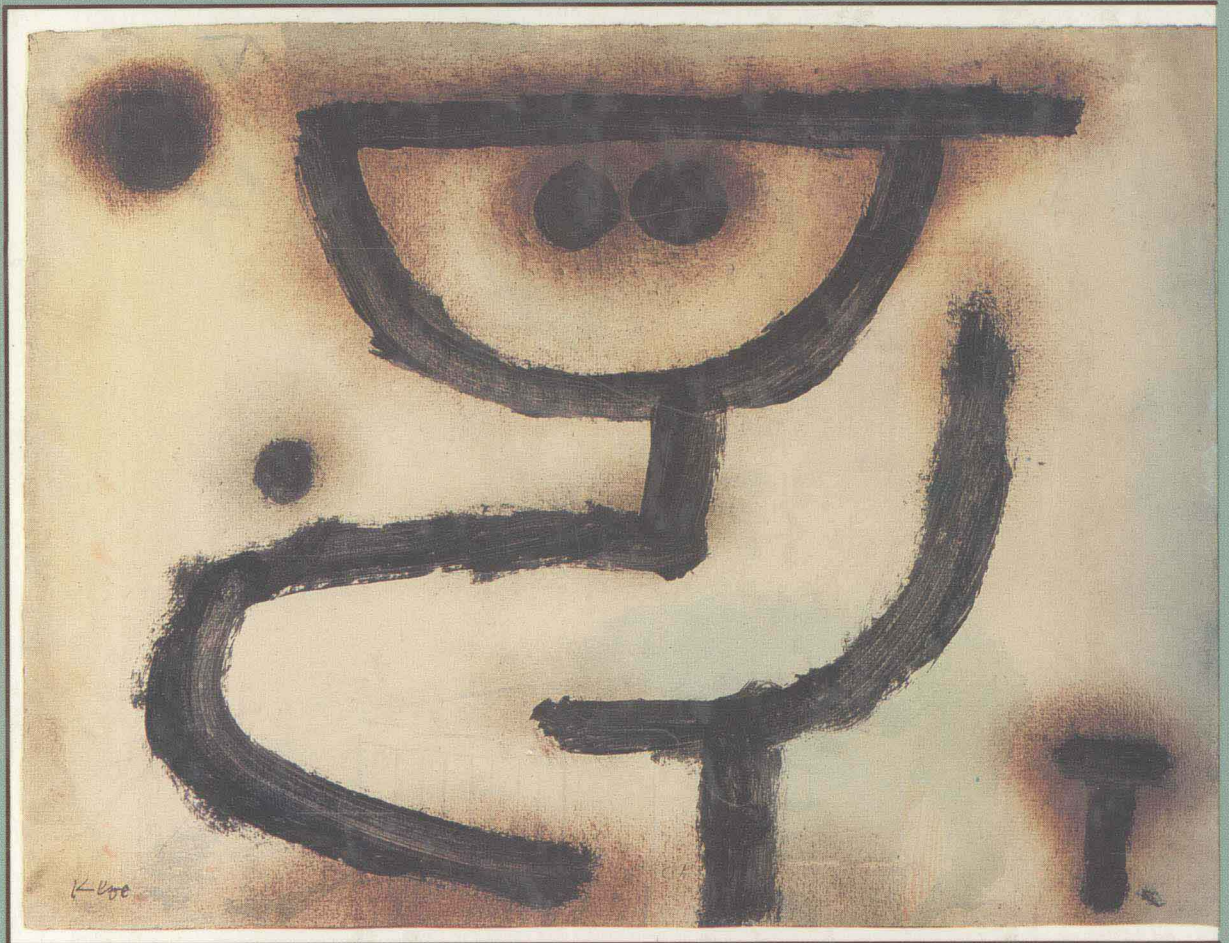


Introduction to
PSYCHOLOGY

TENTH EDITION



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Richard C. Atkinson
Edward E. Smith
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Preface

This is the tenth edition of *Introduction to Psychology*. The first edition was published in 1953 under the authorship of Ernest R. Hilgard of Stanford University. In the intervening years this textbook has become one of the most widely used books in the history of college publishing, and has been translated into many languages, including Russian, Spanish, French, Chinese, and German. In fact, since its publication more introductory psychology students have used this book than any other. Many young students studying the text today will have parents who used an earlier edition.

What accounts for the book's success? We believe that it is a combination of two factors: one is our excitement and enthusiasm for the field of psychology; the other is our commitment to present ideas and research in a scholarly manner. Psychology is in a period of great progress, with major advances being made on almost every front. We consider it important for an introductory book not only to describe that progress, but also to convey the excitement and enthusiasm associated with it. In doing so, however, we have not resorted to pop psychology or tried to enlist the reader's interest by oversimplifying the facts or by glossing over difficult concepts. There is enough excitement in psychology today that one can present the information in a scholarly and balanced way without losing the reader's interest.

Accordingly, we have attempted to write for the student, but in a manner that will satisfy the critical psychologist as well. To accomplish this goal we have relied on feedback from three sources: students, instructors, and specialists. To make certain our subject matter was comprehensible to students and pertinent to the issues with which they are concerned, we asked a number of students to comment on each section of the manuscript in terms of interest and clarity. Their responses were extremely helpful. Several college instructors who specialize in teaching the introductory course read the manuscript as it evolved, commenting on its suitability for their students and on problems they foresaw in teaching the material. We also benefited from comments and suggestions received from instructors who used the previous edition. Finally, to keep abreast of research developments, we asked experts to review the material. Several specialists commented on each chapter, both in the early stages of revision and in its final form. By such consultation, we sought to ensure that the coverage was attuned to current research. (The reviewers are listed following the preface.)

This edition represents a major revision. As a simple measure of the amount of change, approximately one-fourth of the references have been published since the last edition went to press. Those familiar with the book will realize that the three chapters in Part III, "Consciousness and Perception," have been reordered and changed to reflect recent research and theoretical developments in perception. A major change also occurs in Part VI, "Personality and Individuality," with the addition of a new chapter entitled

“Personality through the Life Course.” This chapter discusses the interplay of forces that shape an individual’s personality throughout life, examines the evidence for continuity of personality, and provides some fascinating new data on the consequences in adulthood of certain childhood personality traits. This new chapter precedes the chapter on “Personality Theory and Assessment,” which has been reorganized and rewritten.

Readers familiar with earlier editions should also take note of a new section in Chapter 6 entitled “Psi Phenomena.” We have discussed parapsychology in previous editions but have been very critical of the research and skeptical of the claims made in the field. And although we still have strong reservations about most of the research in parapsychology, we do find the recent work on telepathy using the Ganzfeld procedure worthy of careful consideration.

In the last edition we introduced an appendix called “How to Read a Textbook: The PQRS Method.” We have received a great deal of positive feedback on this appendix and recommend that it be carefully studied by the student before beginning the text. Chapter 8, “Memory,” includes an expanded discussion of the principles underlying the PQRS method.

We have tried to cover contemporary psychology in a textbook of reasonable length. However, each instructor must design his or her course according to course objectives and available time. Even if all chapters are not assigned, students will have them for reference. For a short course, we believe that it is better to treat fewer chapters fully than to cover the entire book. Two possible 14-chapter courses are proposed below, one for a course with an experimental–biological emphasis, the other for a course with a personal–social emphasis. These proposals only illustrate possible combinations, however. Each instructor must choose the order of topics he or she finds congenial; the book has been written so that a variety of arrangements is possible.

For example, some instructors feel that student interest can be better piqued by beginning the course with material on personality, abnormal psychology, and social psychology, leaving more experimental topics, such as memory, perception, and physiological psychology, until later. The authors have tried this approach but have found it unsatisfactory. Beginning with the more personally relevant topics may get the course off to a fast start, but it often gives students a distorted idea of what psychology is. In addition, many students are ill-prepared for the experimental material when it is introduced later. Our preferred approach is to cover the chapter on developmental psychology early in the course, thereby exposing students to a wide range of provocative topics in psychology. We then turn to the more technical areas, such as perception, memory, and motivation, and we end the course with personality, abnormal psychology, and social psychology.

The many decisions that must be made in teaching the introductory psychology course are discussed in the *Instructor’s Manual*, which is useful for both beginning and experienced instructors, as well as for teaching assistants. As a further instructional aid, we have provided students with an entirely new *Study Guide and Unit Mastery Program*. This aid can be used by students in preparing for a traditional course or in preparing for a course taught by the unit mastery method.

As noted earlier, Ernest R. Hilgard was the original author of *Introduction to Psychology*. Over successive editions he was joined by Richard C. Atkinson, Rita L. Atkinson, and Edward E. Smith. Daryl J. Bem has contributed chapters to several earlier editions, and in this edition we are pleased to finally welcome him as a full-fledged co-author. Lynn L. Atkinson, M.D., a

CHAPTER	EXPERIMENTAL— BIOLOGICAL EMPHASIS	PERSONAL— SOCIAL EMPHASIS
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neurosurgeon at the Medical College of Virginia, has provided an up-to-date treatment of the neurosciences in Chapter 2.

Ernest R. Hilgard, after all these years, has finally chosen not to continue as an author. The many individuals who have used earlier editions of this book will understand our feelings of regret. Despite the absence of his name on the cover, his guiding force is still with us and his enthusiasm for psychology remains the hallmark of this book.

We would like to give special thanks to our colleagues whose suggestions were particularly helpful: Avshalom Caspi, University of Wisconsin; and John Jonides, University of Michigan.

Finally, in addition to those listed below, we would like to thank the staff at Harcourt Brace Jovanovich who contributed their skills in helping us put the new edition together—Marcus Boggs, acquisitions editor; Debbie Hardin, manuscript editor; Christopher Nelson, production editor; Ann Smith, designer; Rebecca Lytle, art editor; and Lesley Lenox, production manager.

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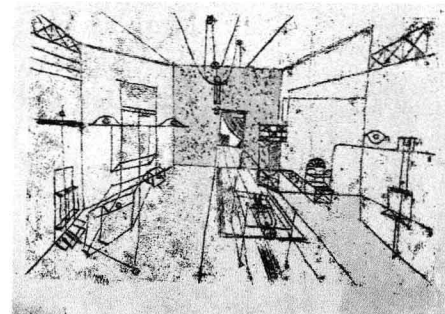
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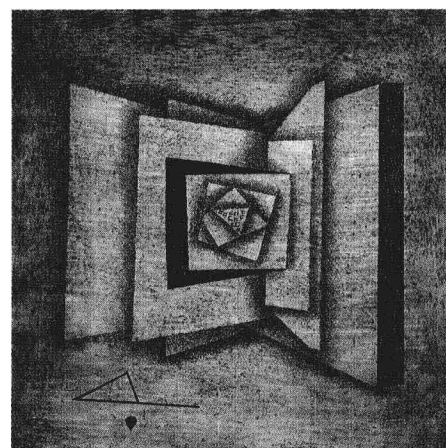
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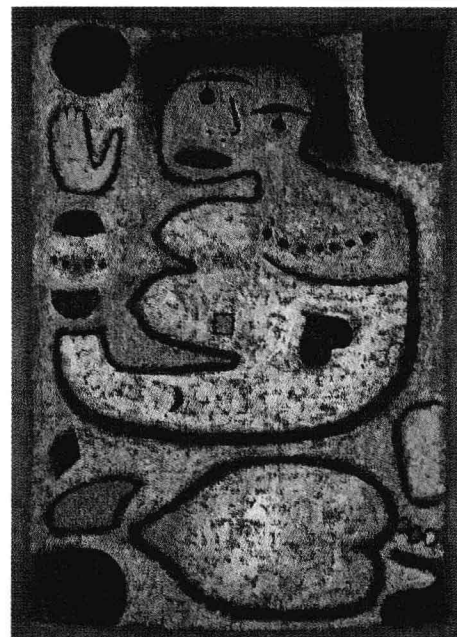
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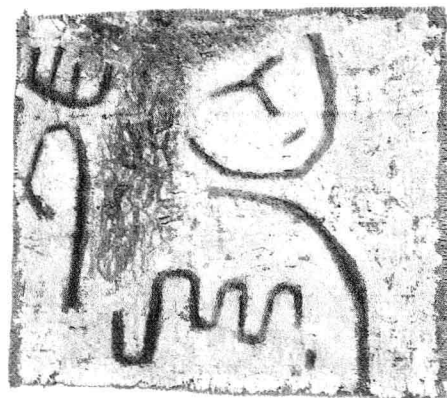


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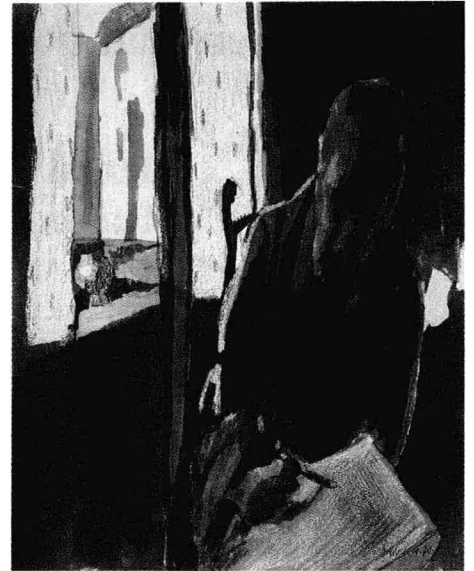
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