

PSYCHOLOGY



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THE FUNDAMENTALS OF
HUMAN ADJUSTMENT •

BY NORMAN L. MUNN

BOWDOIN COLLEGE



Houghton Mifflin Company • BOSTON • NEW YORK
CHICAGO • DALLAS • ATLANTA • SAN FRANCISCO

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The Riverside Press
Cambridge • Massachusetts
Printed in the U.S.A.

TO MY WIFE AND SON
ANNA AND HENRY
I AFFECTIONATELY DEDICATE THIS BOOK

INTRODUCTION

IN THIS BOOK Doctor Munn gives an amazingly complete answer from the modern psychologist's point of view to the great question: What is man?

Every student who wishes to have a general education should study psychology because college-trained men or women today cannot afford not to have a knowledge of the factors which underlie their own mental lives and the mental processes of those about them. In the small American colleges of the years immediately following the Colonial period, it became traditional for the president of the institution to teach a required course for all students in what was sometimes called Intellectual Philosophy. In the old books used in these courses, one is struck by the fact that such basic psychological topics as memory, sensory perception, and feeling were treated at length. Today, of course, as a result of the use of the scientific method, the knowledge of these and related subjects has been greatly advanced, and the student who wishes a general education now more than ever cannot afford to omit psychology from his list of studies in college.

In addition to the basic and possibly unique contribution which psychology can make to a general education, the college study of psychology is of especial significance for students who are preparing themselves for medicine, law, teaching, the ministry, business, or any other field in which the professional man or woman is called upon to deal with other human beings. The present volume provides an excellent first book in psychology for one who wishes to use psychology in later professional life. The book also seems to the editor to provide a very good introduction to further technical study in scientific psychology.

The student who uses the present book as his introductory written guide to psychology will, I am sure, come to feel as he studies its pages that Doctor Munn is not a distant author, but rather a friendly counselor who never forgets to explain and illustrate new topics as they are taken up for consideration.

William James' two-volume *Principles of Psychology*, published in 1890, marked a turning point in books on psychology. Following the publication of this great work, every few years a new general book has been needed to bring together for the college and university student new factual and theoretical material which has been produced by scientific psychological research and investigation. Doctor Munn's book meets this need for modern psychology. He does not forget the importance of the biological and social sciences in the development of the scientific study of man's mental life.

Today, of course, Doctor Munn, as the writer of one of the really comprehensive new general books in psychology, has been faced with a much more difficult task than were textbook writers in this field a generation ago. He has had to select from what is now a vast accumulation of important experimental and theoretical work those items only which seem to be of greatest significance for the modern student who is to be introduced to psychology for the first time. In the editor's opinion, this task of selection and integration of present-day source materials has been performed by Doctor Munn with wisdom. The book also pro-

vides carefully prepared references for reading and study which will help the student who is anxious to pursue further almost any topic in modern psychology.

Doctor Munn's previous contributions to experimental psychology and his other books in this field are favorably known by his professional colleagues. Besides special experimental papers, he has written books entitled *An Introduction to Animal Psychology* and *Psychological Development*. In these earlier and somewhat more technical volumes he has shown himself to be an author who can avoid the error of merely encyclopedic writing while he presents relevant facts and theories in a clear and comprehensive way.

Psychology: The Fundamentals of Human Adjustment is both a serious addition to the professional literature of general scientific psychology and a guide for the new student in this field. It has been prepared by an able psychologist who is also an experienced college teacher.

LEONARD CARMICHAEL

TUFTS COLLEGE

PREFACE

MY REASON for writing this book is one which many of my colleagues in the teaching profession can understand, and with which they will perhaps sympathize. Few of us can teach the introductory course for a number of years without feeling that he could organize its topics into a more logical sequence, choose apter illustrations, find more interesting examples, and, in general, write a book which he would like better and which he hopes would be more appealing to instructors and students than any he has seen. In writing this book I have "written up" my own course and the accumulated notes and ideas of fifteen years of teaching. My interest in visual education prompted me also to give especial attention to illustrations, and I was fortunate in being able to include more illustrations, especially halftone reproductions of photographs, than are ordinarily found in beginning textbooks.

Like most recent textbooks in general psychology, this book is focused on human experience and behavior, with the contributions of several methods and systematic approaches used to paint a picture of man as the psychologist sees him. In writing the book I have undertaken to speak for psychology in answer to the student who wants to know what psychologists can tell him about himself and his fellows. My aim has been to present the problems, methods, facts, and principles of psychology in such a manner as to make the presentation interesting and challenging to the student, and at the same time to organize the material in a manner which the instructor will find "easy to teach."

The book has seven major divisions. Each opens with a brief introductory statement designed to give a general orientation to the chapters which follow. This initial orientation serves to define the wider concepts, to point out implications, and to explain the sequence of the chapters which follow. My purpose has been to make the chapters as brief as possible, and the divisions and the chapters within them are so arranged that an instructor who finds that he must shorten the course can do so without omitting an important topic. For example, in the division on learning, an instructor can omit the chapter on foundations, which is primarily theoretical, yet still have an adequate coverage of the topic of learning. Teachers of short courses will find that several chapters — common social motives, personal motives, feeling and emotion in everyday life, and others — can be assigned for reading, and be easily understood by the student without classroom presentation.

The *Students' Manual* designed to accompany this textbook has simple experiments and exercises which the student may do outside of class. It also has self-testing exercises, with scoring keys in the appendix, which will enable the student to test his assimilation of what he has read. Chapters omitted from classroom discussion can thus be tested by the student himself, and the instructor, if he wishes to do so, can examine his students on the chapters omitted as well as on those discussed in the classroom.

ACKNOWLEDGMENTS

I WISH to acknowledge several important contributions which others have made. First of all, there are the contributions of the many psychologists upon whose research I have drawn. Some of them have provided me with original illustrations, each of which is used with recognition of its source.

Anatomical drawings for which no source is indicated were the work of Mrs. W. M. Deacon. Most of the other original drawings were made by Phil London. Photographs without any reference as to source were taken in the Vanderbilt Laboratory of Psychology by Mr. B. S. Holden, of the George Peabody College for Teachers.

Helpful criticisms of the manuscript were contributed by several of my colleagues at Vanderbilt University. Doctor Sam Clark, of the Anatomy Department of the School of Medicine, was especially helpful, for his criticisms of Chapter 3 enabled me to avoid several pitfalls. Doctors Franklin Paschal, Meredith Crawford, and Eugene Bugg, of the Vanderbilt Psychology Department, each read and offered valuable comments on several chapters. Several of my students also gave helpful suggestions. Doctor Leonard Carmichael, as Editor of the Houghton Mifflin Psychology Series, read the entire manuscript. His chapter by chapter and page by page criticisms and suggestions have contributed much to whatever value the book may have as an introductory text.

Several students have, from time to time, served as typists and proof-readers. Among these, Pat Smith has proved especially helpful. Last but not least I wish to acknowledge the encouragement and help of my wife.

NORMAN L. MUNN

NASHVILLE, TENNESSEE

TO THE STUDENT

YOUR EXPERIENCE AND BEHAVIOR have much in common with the experience and behavior of other people. Even your problems of adjustment — the frustrations to be overcome, the aspirations to be achieved, the emotions to be controlled, the personal and interpersonal conflicts to be resolved — are shared by many others. So look upon this as a book about yourself — not as a treatise on some hypothetical human being. While studying it, continually ask yourself, “How does this apply to me?” Remember, too, that the study of psychology can give you insight into the conduct of other people. It should increase your understanding of why they behave as they do and, through this understanding, improve your ability to predict, perhaps even control, their behavior. Applications of psychology in the home, in the classroom, in the professions, in business, in industry, in warfare, and in the perpetuation of peace are focused primarily on the prediction and control of human conduct.

You will observe that this book is divided into seven main divisions, each of which has a brief introduction and from two to five chapters. Be sure to read the introductions whether or not they are assigned, for these deal with concepts and definitions which are taken for granted in the chapters which follow. Each chapter has a rather lengthy summary designed to bring to a sharper focus the material considered in the body of the chapter. It may be profitable for you to read the summary before you read the chapter, then reread it after reading the chapter. This is in accordance with the principle that ideas are most readily conveyed to others when you tell them what you are going to tell them, tell them, and then tell them what you have told them.

Students are often confused by a profusion of names and dates which serve to identify the author's sources. My policy has been to mention very few names in the body of the text, and then only the names of people who are historically important or especially identified with certain theories. Following the custom in many present-day textbooks, I have placed an inconspicuous number at the end of quotations or passages dealing with specific researches. If you wish to identify the person whose contribution is involved, turn to the end of the chapter and locate the number. There you will find the author and source, perhaps also a few notes concerning the study. Unless the instructor requires it, you should make no effort to memorize the names of these authors.

All major psychological terms have been defined when first used. Thus, if you come upon a word the meaning of which is not clear, locate this word in the index and turn to the page on which it was first mentioned. There, from an actual definition and from its context, you can get its meaning. A good dictionary to aid further in the development of your psychological vocabulary is Warren's *Dictionary of Psychology*. This will be found in almost any library.

Information on how to study, brief exercises and experiments to parallel each of the chapters of the textbook, and a large number of true-false, matching, and completion questions are to be found in the *Students' Manual* designed to accompany this book. The objective self-testing exercises should help you determine, after reading each chapter, how well you have grasped its contents. An appendix of the *Manual* contains scoring keys for these exercises.

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Part 1

SCOPE AND METHODS OF PSYCHOLOGY

IT IS DIFFICULT to give the student a meaningful definition of psychology until he is acquainted with certain aspects of its long and interesting history. This is due, in part, to the fact that the word *psychology*, which is derived from the Greek words *psyche* (soul or mind) and *logos* (discourse), no longer implies a study of the soul or of the mind. The difficulty in giving a meaningful definition is further increased by the fact that the scope of modern psychology is so broad that no simple definition could possibly do it justice. The brief historical survey in Chapter 1 will introduce the fields of psychology and lead to a definition of what psychology is today.

The scientific status of psychology depends on its methods — not on what it studies. Its methods are basically the same as those of the other natural sciences, but the nature of its subject matter introduces methodological problems which the other sciences do not have. Some of these problems, and the methods by which psychologists handle them, are considered in Chapter 2.

