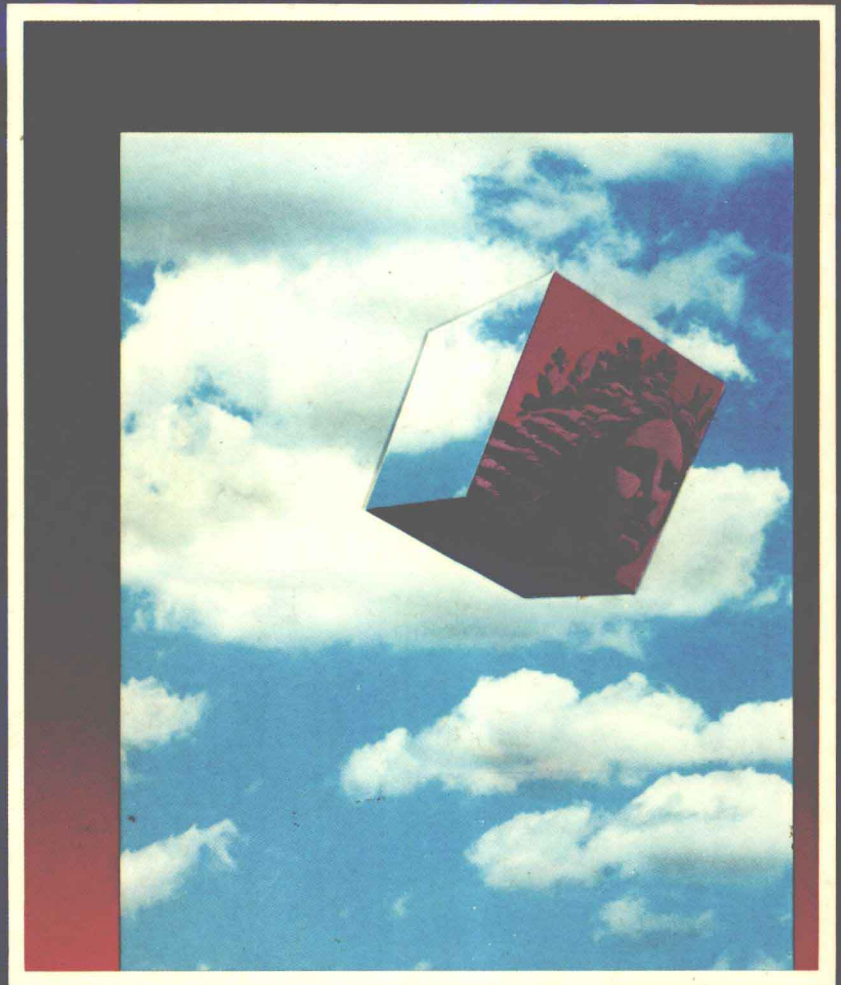


THINKING ABOUT PSYCHOLOGY



JOHN L. VOGEL

THINKING ABOUT PSYCHOLOGY

Nelson-Hall



Chicago

I dedicate this project to my wife and children:
Virginia, John, and Janine . . . with love and gratitude

Copyright Acknowledgments

Chapter 1

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Chapter 4

FIGURE 4.4, p. 85, Reprinted from "Genetics and Intelligence: A Review," Erlenmeyer-Kimling, L., and Jarvik, L. F., *Science* Vol. 142, pp. 1477–1479, 13 December 1963. Copyright 1963 by the American Association for the Advancement of Science.

Chapter 5

FIGURE 5.1, p. 102, Reprinted from C. M. Jackson. "Some aspects of form and growth" Figure 1. In W. J. Robbins, S. Brody, A. F. Hogan, C. M. Jackson, and C. W. Green. *Growth*. New Haven: Yale University Press, 1928, p. 118. FIGURE 5.2, p. 103, Reprinted from Shirley, M. M. *The First Two Years: Vol. II. Intellectual Development*. Minneapolis: University of Minnesota Press, 1933, copyright renewed, 1961.

Chapter 6

FIGURE 6.8, p. 151, Adapted from Tolman, E. C. and Honzik, C. H. Introduction and removal of reward and maze performance in rats. *University of California Publications in Psychology*, 1930, 4, 214. Figure 7–17.

Chapter 7

FIGURE 7.2, p. 171, Adapted from Atkinson, R. C. and Shiffrin, R. M. Human memory: A proposed system and its controlled processes. In K. W. Spence and J. T. Spence (eds.), *The psychology of learning and motivation*, vol. 2, New York: Academic Press, 1968. Reprinted by permission of publisher and author. FIGURE 7.3, p. 173, Peterson, L. R. and Peterson, M. J. Short-term retention of individual verbal items. *Journal of Experimental Psychology*, 1959, 58, 193–98, figure 3. Copyright 1959 by the American Psychological Association. Reprinted by permission of the author. FIGURES 7.5 and 7.6, p. 180, From Figures 1.4 and 1.5, p. 22 of *Explorations in Cognition* by D. A. Norman and D. E. Rumelhart. W. H. Freeman and Company. Copyright © 1975. FIGURE 7.8, p. 181, Adapted from Jenkins, J. G. and Dallenbach, K. M. Oblivescence during sleep and waking. *American Journal of Psychology*, 35, 1924, 605–612. FIGURE 7.9, p. 182, from Krueger, W. C. F. The effect of overlearning on retention. *Journal of Experimental Psychology*, 1929, 12, 71–78. Figure 7–12, p. 190, Adapted from Luchins, A. Mechanization in problem-solving: The effect of *Einstellung*. *Psychological Monographs*, 1942, 54, no. 6.

Chapter 8

FIGURE 8.2, p. 201, From the book *Night Life* by Rosalind D. Cartwright © (Copyright Acknowledgments continue on p. 548)

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Preface

People travel to wonder at the height of mountains, at huge waves of the sea, at the long courses of rivers, at the vast compass of the ocean, at the circular motion of the stars; and they pass by themselves without wondering. (St. Augustine, *The Confessions*, 339 A.D., quoted in *Psychology Today*, July 1979, p. 18.)

St. Augustine's words aptly express my purpose in writing *Thinking About Psychology*: to share in the act of wondering. St. Augustine's point is an important one: We so often overlook all that is fascinating about our own selves. *Thinking About Psychology* presents a unique blend of scientific and humanistic perspectives in psychology. At the same time, it encourages us to think about the material's relation to the individual reader. The organization of the text, its writing style, and the textual learning aids were selected not only to help you learn the material, but to learn more yourself and those around you.

Coverage

Thinking About Psychology will involve you in the exciting and meaningful journey of psychological concepts. All major topics are covered in a comprehensive manner, with psychological terms clearly defined. A distinctive feature of *Thinking About Psychology* is that it presents a solid research base and a discussion of statistical and research methods early on in the text (Chapter 2). An instructor may choose to omit this chapter, or cover it later on in the course. However, the placement of scientific methods at the beginning of the book should convey to you the important role of statistical and research methods to the study of psychology. You will also find expanded coverage of development in chapters 4 and 5. Throughout the book, you will find a unique blend of old and new citations, dating from 1885 to the present. The many illustrations and photographs you will find in *Thinking About Psychology*

were carefully selected to strengthen the discussion and provide you with real-life examples.

Acknowledgments

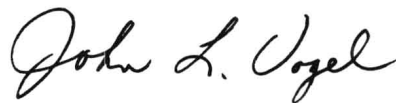
This book has been many years in the writing, absorbing much of my time and energy, and there are many people I wish to thank, both personally and professionally. The following people significantly contributed to the development of this book as consultants and reviewers, and I wish to express my thanks for their important suggestions: Dr. Charles Croll, Broome Community College; Dr. Michael Dwyer, Baldwin-Wallace College; Dr. John Johnson, Weatherford College; Dr. William McReynolds, University of Tampa; Dr. Thomas Mehle, University of Nebraska — Lincoln; Dr. Joseph Palladino, Indiana State University — Evansville; Dr. John Pennachio, Adirondack Community College; Dr. Terry Pettijohn, Ohio State University — Marion; Dr. Andrea Weiss, Drexel University; Dr. Lee Whiteman, Baldwin-Wallace College.

There were also many students and friends who helped with the typing, and the numerous chores associated with putting this package together: Chris Hanczrik, Joyce Kucler, Sara Lee, Vicki Lingswiler, Sharon Miller, Julia Petek, Susan Shriner Procasky, Leslie Schwandt, Helen Smith, Sheri Strzala, Linda Treybig, Michele Welsh.

For personal reasons, I have a special warmth of feeling for people who publish and sell books. I wish to thank John Michel, Nedah Abbott, and Elizabeth A. Poor. I wish to express special gratitude to Alison Podel and Arlene Katz. This team supervised, step by wearisome step, every stage of production. More recently, Ron Warncke and Dick Epler — both at Nelson-Hall — have put the finishing touches on a long and difficult process. All of these people have been complete professionals, demanding precision, but always warmly supportive. My thanks to all of you!

Coming closer to home, I need to take note of the colleagues, administrators, and students at Baldwin-Wallace College. They were kind and supportive throughout the writing of *Thinking About Psychology*. I am proud to be part of such a community.

Finally, there are the kin — and the kindred spirits — some of whom have not lived to read these lines. There were parents, teachers, friends . . . they were people who thought better of me than I thought of myself. I remember and am grateful.



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