

B.R. BUGELSKI
AN
INTRODUCTION
to the PRINCIPLES
of PSYCHOLOGY



***"An Essay Concerning
Understanding Humans"***

PSYCHOLOGY

SECOND EDITION

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**An Introduction to the
Principles of Psychology**

B. R. BUGELSKI

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For Gerald and John

PREFACE

To the First Edition

Psychology is frequently described as a “young” science. As a science it may be young, but its problems are as ancient as man. Many of these problems are very complex, and as psychologists struggle with them they discover new problems with ramifications into other areas. The breadth and scope of psychology can be bewildering and a college course in psychology can be a chaotic experience if the student tries to learn “everything.” The field of psychology is much too broad to present in any great detail in one course. What has been attempted here is to develop a systematic orientation for the student, a concentration on essentials, the basic principles underlying the superstructure of psychology, the philosophical and logical foundations of psychology as a scientific enterprise.

This text has been prepared for qualified and serious college students. It is not written “up” or “down.” Some topics or concepts are difficult to appre-

ciate and require more attention than others. Students looking for "snap" courses should not choose psychology over any other science course. The book is biased, as is any text. Students should know that the bias here is in favor of a biological or physiological orientation. The present writer draws no distinction between "natural" or "physical" and "social" sciences. They are all science if they follow the same assumptions and use objective methods to gather their data. The emphasis in this text is not on physiology as such, but rather on the working principles of psychologists as they approach age-old problems—thinking, feeling, and choosing—and more modern questions in the areas of perception, learning, and cultural interactions. The approach is very general. More specific treatment must be obtained in subsequent courses. No distinction is made in this text between those who plan to "major" in psychology and those who have other goals. Such distinctions are made by those who believe they can break up psychology successfully to suit the consumer. It is doubtful that a smattering of ignorance should be presented to the nonmajor. He is required to make the same effort if he is to be introduced to psychology as a science.

It should be appreciated that this text contains no great parade of facts. The "facts" the author used to teach his students twenty years ago do not appear to be so important or so factual any more. Nor does this text attempt to teach students how to become better adjusted or more effective in social or business affairs. What the student will find will be a great many questions and points of view, differences of opinion, and controversial issues. He should expect his instructor to take issue with the text and expose its inadequacies, for that is education.

While the author takes sole responsibility for the errors and weaknesses of this book it should not be inferred from the number of such inadequacies that he has no friends, that no one tried to save him. On the contrary, many colleagues did their best to improve the working papers the writer imposed upon them. He is greatly indebted to Dr. W. Leslie Barnette for a meticulous and critical analysis of the manuscript. Dr. Herbert Lansdell and Dr. Ira Cohen were especially helpful in their comments. Dr. Walter Cohen, Dr. Raymond Hunt, and Mr. Walter Flakus helped considerably in orienting the writing toward the needs of instructors.

The writer attempted the ancient test or "proof of the pudding" with two classes of beginning students. To do so required copies of the text prior to formal publication. Dr. Olive P. Lester made it possible to provide a multilith edition at the University of Buffalo and in every way encouraged the writer in this work. She also arranged for special classes to try out the text. It is on the basis of work with these classes that the writer has the temerity to offer this book for others to consider.

A professor of philosophy once told the writer that "Books are like babies. You have one; then you have another." The philosopher may or may not have had the author's wife in mind. In this instance, the author's wife was very much involved and the present effort is very much a joint product. She provided many of the illustrations and criticized the manuscript from the point

of view of communication, in addition to assisting in the labor of the physical birth of the text.

A special note of appreciation is owed to the broad array of professional critics assembled by the publisher, particularly Professors Elliot Aaronson of Stanford University, Albert H. Hastorf of Dartmouth College, Robert Leeper of the University of Oregon, and Stanley B. Williams of the College of William and Mary. The degree of "ego-involvement" shown in their criticisms suggests that the book will be "provocative." If the students find it so, the writer will be satisfied.

B. R. B.

Buffalo, New York
January 1960

Preface to the Second Edition

Students usually ignore prefaces but this second preface is included primarily to urge the student to read the first. In the thirteen years since the first edition the writer has become even more convinced that a proper introduction to psychology requires more than a catalogue or encyclopedia of facts. The facts keep changing and the writer keeps regretting that former students are still citing the facts of twenty and thirty years ago. New facts or fads keep coming up and attracting a short-lived attention just as new cures keep appearing for ancient diseases. The cures disappear but the diseases linger on. In psychology we encounter the same phenomenon: new facts are published and later denied or found to be somewhat less than the whole truth. The writer has at times felt inclined to eliminate whatever facts are included in this text but has, perhaps unhappily, resisted the impulse to some extent. This book is meant to deal with principles which will be around for a long time to come, in all probability. Its main objective is to show the student how psychologists think about human problems and where their thoughts come from. Hopefully, the student will not find himself behind the times in psychological thinking twenty years from now.

From time to time we get new ideas besides new facts and some of these are worth considering after they have been around for a while. The last decade, for example, has seen a revival of concern in what might be called the "cognitive" arena. Psychologists have become more willing to talk about what goes on inside the skin, especially in regard to learning and memory. Although the viewpoint of this book will remain behavioral and physiological, as was that of the first edition, the "new look" in cognitive psychology will be given appropriate attention.

The last decade has also seen a revival of the nature-nurture controversy with new efforts to make man appear to be either fixed in his ways, by nature, or more modifiable than believed in the past. Here again, we will pay our respects to this ancient quarrel.

For those interested in comparisons, this new edition includes more material dealing with inheritance, early experience, verbal learning, imagery and thinking, and the control of behavior. Some topics such as aggression, punishment, and mnemonics receive more attention than in the earlier version. The presentation of these topics has been more theoretical than factual. It is assumed throughout that instructors using the book will have enough facts on hand to illuminate or challenge the principles described.

This revised edition is the direct result of the confidence and interest of William H. Y. Hackett, Jr., former director of the Bobbs-Merrill College Division. Mr. Hackett oversaw work on the first edition as an editor for Rinehart and Company. With the absorption of that company by another firm, Mr. Hackett joined Bobbs-Merrill, where he retained his concern for this work, and subsequently urged the author to prepare this new edition.

Again I take this opportunity to thank all of those who helped me in preparing this revision, especially those who used the first edition and pointed out its weaknesses. My daughter Catherine prepared the new drawings and helped in innumerable ways beyond the call of filial appreciation. For careful and detailed criticism of some crucial sections I am especially obliged and grateful to Dr. Egan Ringwall and Dr. Kenneth Kurtz. Mostly I am indebted to my students who frequently taught me more than I did them. Chaucer was right!

A special recognition is owed to Mrs. Bettye Berman who prepared the manuscript and who, unlike most secretaries, read the material carefully, argued with me, and suggested many helpful changes. She refused to type anything she could not understand, challenging the suggestion of the cartoon on page 18. The book will be found difficult by many. For those who find themselves in occasional trouble I can only repeat what the first preface indicated: psychology is not easy. What you read about human behavior in magazines or the popular press is probably wrong, especially if you understand it. There are only a few pictures—only those that save words. Most pictures require 10,000 words of explanation. The words were needed to explain the ideas, and not pictures.

B. R. B.

Buffalo, New York
January, 1973

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***THE MODIFIABLE
ASPECTS OF MAN***

ONE

