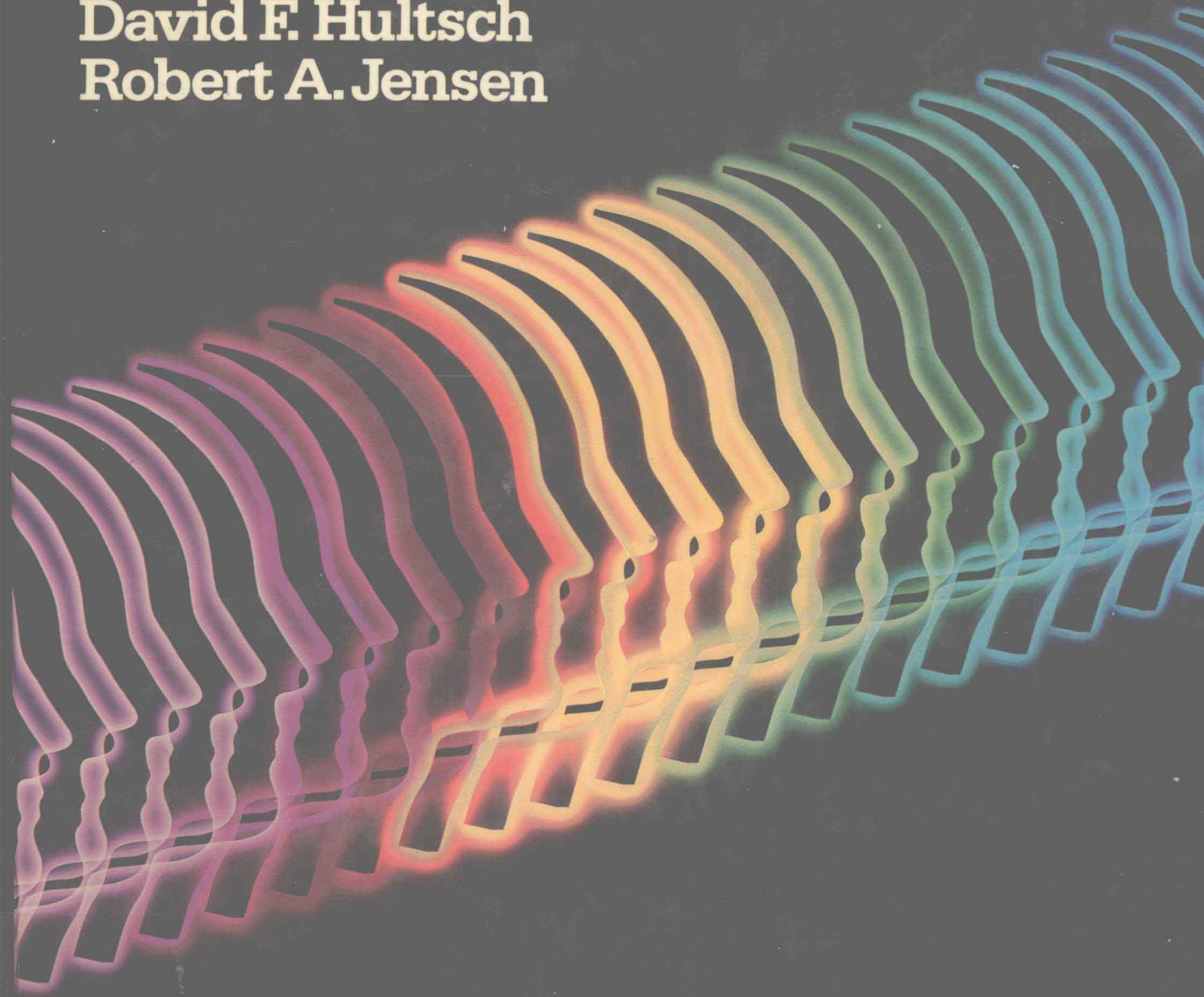


PSYCHOLOGY

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Preface

We have approached the writing of *Psychology* as a serious task of scholarship and pedagogy. Guided by a commitment to the field and to teaching others about it, we have sought to bring both the students and their instructors a scholarly—yet readable—coverage of the contemporary challenges and advances within psychology.

Introductory psychology may be the student's only opportunity to become acquainted with the principles and findings of a science that is important for individuals and for society, or it may be the foundation for a college major and a career. To instructors in the discipline, introductory psychology represents the premier teaching challenge. They must convey the substance, excitement, and promise of psychology, so that students will think intelligently about the field, will understand its contributions and limitations, and will appreciate its future problems and promises. For these reasons, writing an introductory psychology text is a significant and exciting endeavor.

Moreover, the horizons of psychology have so expanded that it is difficult for a single author to capture all areas of the discipline. Our approach was to enlist five authors, each with published and recognized expertise in a different area of psychology—developmental, clinical, social, cognitive, and physiological. Beyond this individual and collective expertise was a collaborative enterprise: At least two of the authors worked on each chapter, and all helped to revise the final manuscript. The end result, we believe, is an interwoven and cohesive text that is accurate in its content, current in its topical coverage, and fair in its analysis of controversy. It is a text written to help the instructor to teach psychology and to enable the student to enjoy learning about it.

The proper gestation period for a comprehensive text is at least five years. For us, this book began six years ago, when three of us were Fellows at the Center for Advanced Study in the Behavioral Sciences. Since then we have expanded our team of authors and met the challenges of writing a text that is both intellectually sound and useful for students and their instructors. Students may be interested to know that we often had to search for classic but hard to find references, to respond to comments and rewrite the drafts of our manuscript, and to struggle to discover how to help the student use the text in the best possible way. Features such as the chapter highlights, the chapter summaries, the key terms and annotated references at the end of each chapter, and the glossary and reference list at the end of the book are part of our effort to make this book an effective tool for mastering introductory psychology. In particular, we believe that each chapter's "Focus on the Psychologist" will allow students to appreciate the motivations and creative

energies involved in shaping the work of some of the leading contributors to the science of psychology. Finally, we have provided an additional study aid for students—a *Study Guide* by Charles Meliska and William M. Hastings of Monmouth College, Illinois—and two teaching resources for instructors—an *Instructor's Manual* by Lawrence Guzy of SUNY, Oneonta, and a *Test Item File* by Roy F. Baumeister of Case Western Reserve and David Zehr of Beloit College. These will make studying and teaching from *Psychology* more stimulating for both students and instructors.

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