# Psychology

## Pythagoras to Present

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## Preface and Acknowledgments

What is real? Do we live in the three-dimensional world that Isaac Newton envisioned? Does time flow like a river? Why is the sky blue? Are human beings aggressive because of their heredity? Do we see with our eyes or through our eyes? Are we born with complete knowledge that is gradually awakened during our lifetime? Is artificial intelligence really intelligent? Do we have free will? How should we deal with depression? How should we raise and educate children? How should we deal with crime? Is what we call the "mind" just another word for the "brain?"

These are all psychological questions, and they, along with many similar questions, deal with the most interesting issues in life. In several decades as an academic psychologist, I have thought about such things and interacted with countless students who shared this interest. Many times I have encountered students who arrive at my university with top scores in mathematics and science and with advanced placement credits in scientific subjects. The hard sciences come easily for them, they report, but psychology is "interesting," and, though they aim for medical or dental school, they major in psychology.

We all grow up in a society that teaches us that our minds and bodies are different in kind and that our minds see, hear, smell, and touch because sensory receptors in our eyes, ears, noses, and skin make copies of a real external world and create a mental copy. This doctrine comes to us from deep in antiquity, from Pythagoras and Plato. It has appeal and thus forms the main basis for Western thought. However, even so fundamental an account has faced credible opposition over the centuries, and we shortchange ourselves if we don't know about such alternatives.

We also miss out if we don't realize that a lot of good advice comes from the writings of the best thinkers of the past. Pythagoras, Thales,

Plato, Protagoras, Aristotle, Diogenes, and Epictetus all offered tried and tested advice on the leading of our lives and the treatment of psychopathology. But so did Berkeley, Hume, John Stuart Mill, Herbart, Wundt, James, Freud, Skinner, and Bem.

I have researched the history of psychology for decades, consulting original sources when I could and impeccable translations when necessary. I wrote and rewrote, revised and condensed, finishing with this book, of which I am proud. The content is accurate and, I believe, useful to an intelligent modern reader. I only wish that it could have been three times as long, but practical considerations preclude that.

I thank my mentors and fellow students for their conversations long ago at Duke University. In particular, I owe much to John Staddon, who taught me what it means to be a scholar and who has helped me over the years in more ways than I can ever repay. I also thank the many colleagues and students who have influenced me (and still do) at The University of Tennessee, Knoxville. I especially thank Gordon Burghardt, who has always been an inspiration and a model and who has encouraged me countless times.

Of course, I am grateful that my manuscript was received by Tom Stone, at The MIT Press, who first suggested that I write a "book" rather than a "textbook." I can't thank him enough and I only wish that someone had suggested that ten years earlier.

Finally, I thank my best friend and the person with whom I agree most on things in general, my wife, Carlene Valdata Malone.