

A SYLLABUS OF PSYCHOLOGY

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A Syllabus of Psychology by H. Heath Bawden

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H. HEATH BAWDEN

Vassar College
Poughkeepsie, New York,
1902.

PREFACE.

Psychology has two aspects. It may be regarded as an introduction to philosophy or as an introduction to science. Until the middle of the nineteenth century psychology or Mental Science was simply a study preliminary to the taking up of the larger problems of philosophy. Today psychology has been put upon an experimental basis, and thus takes its place along with other natural sciences. But psychology stands on a slightly different plane from the rest of the sciences in that it deals with problems which underlie all the sciences, and in this aspect still forms a natural introduction to the study of ultimate problems. Psychology, in a sense, is the place where philosophy and science come together. It is dependent upon science for its data and problems, and upon philosophy for the criticism of its methods. In this study of psychology the aim is to utilize the results of the modern experimental methods, but keeping in mind throughout the wider bearing of these psychological investigations upon the ultimate problems of logic, ethics, metaphysics and education.

The author of this Syllabus is a firm believer in a functional, based upon a genetic psychology. The plan of treatment here followed is that of expanding those parts of the Syllabus which are more or less peculiar to the author's point of view, leaving other parts which differ in no essential respect from the treatment by other writers, in the form of mere topical headings. The experiments suggested are such only as are possible without the appliances of a laboratory. The author wishes here to express his indebtedness to Professor Clarence L. Herrick and to Professor John Dewey for much of what he understands by the dynamic and organic point of view in psychology.



LITERATURE.

Elementary Books

- Stout, Manual of Psychology.
James, Psychology (Briefer Course).
Baldwin, The Story of the Mind.
 Elements of Psychology.
Ladd, Outlines of Descriptive Psychology.
 Outlines of Physiological Psychology.
Scripture, Thinking, Feeling, Doing.
Titchener, An Outline of Psychology.
Halleck, Psychology and Psychic Culture.
Dewey, Psychology.
Wundt, Outlines of Psychology.
Sully, Outlines of Psychology.
Külpe, Outlines of Psychology.
Höffding, Outlines of Psychology.
Morgan, Introduction to Comparative Psychology.
Romanes, Animal Intelligence.

Treatises

- Stout, Analytic Psychology, 2 vols.
James, Principles of Psychology, 2 vols.
Baldwin, Handbook of Psychology, 2 vols.
 Mental Evolution in the Child and the Race.
 Social and Ethical Interpretations.
Ladd, Psychology, Descriptive and Explanatory.
 Elements of Physiological Psychology.
Wundt, Human and Animal Psychology.
Sully, The Human Mind, 2 vols.
Bain, The Senses and Intellect.
 Feeling and Will.
Ward, Art. "Psychology," Enc. Brit. 9th ed.
Spencer, Principles of Psychology, 2 vols.
Morgan, Animal Life and Intelligence.
 Habit and Instinct.
 Animal Behaviour.
Romanes, Mental Evolution in Animals.
 Mental Evolution in Man.

INTRODUCTION.

CHAPTER I.

THE MEANING AND PROBLEM OF PSYCHOLOGY.

The answer to the question, What are we going to study? is found in considering the definition, aim and scope of psychology. The answer to the question, How shall we study it? is found in the consideration of the postulates, data and methods of psychology. The answer to the question, Why should we study it? is found in the consideration of the history and value of psychology.

1. *Definition of psychology.*

(1) Inadequate definitions: (a) "science of the soul" (e. g., Porter), (b) "science of states of consciousness as such" (e. g., Ladd), (c) "science of immediate experience" (e. g., Wundt).

(2) Provisional definition: psychology is the science of experience as process. Stout defines psychology as "the positive science of mental process" (*Analytic Psychol.*, I, 1; cf. his *Manual*, 1-4). Titchener says "psychology deals always with processes, and never with things" (p. 5).

2. *Aim of psychology*: to understand the facts and laws of the growth of experience.

3. *Scope of psychology.*

Is psychology a department of philosophy, a branch of biology, or a separate science? One or another of these views is held by different writers on psychology. Historically, psychology was first conceived as a department of philosophy. In support of this view it may be shown that

all the sciences are branches of philosophy in one sense. The question is, Is psychology any more philosophical than the other sciences?

The second view, that psychology is simply a branch of biology, identifies psychology with physiology: cf. Carpenter's book entitled "Mental Physiology." The importance of physiological considerations in the understanding of mental life cannot be overestimated, but they need not lead to the identification of mind and matter—the mistake of materialism.

The third view, properly understood, is the true one. Psychology is distinguishable from philosophy, on the one hand, and from the other sciences, on the other hand. Yet psychology, at the same time, is dependent at every point both upon philosophy and these other sciences. Philosophy and the several sciences are interdependent and presuppose one another as much as the different parts of an organism presuppose and are necessary to one another.

The main difference between psychology and physical science is that it is interested rather in the *process* than in the content of our experience. As Professor Stout says, it "does not directly and primarily aim at increasing our knowledge of the material world," but "the cognitive process itself is an object of psychology" (Manual, 4).

Psychology differs from logic, ethics, metaphysics and epistemology, mainly in the degree of detail with which it considers ultimate problems. A psychology carried out in all its implications would be a complete philosophy.

4. The *Postulates* of Psychology.

There are certain philosophical presuppositions which underlie psychology, presuppositions concerning the na-