

**ELEMENTARY PSYCHOLOGY, WITH
PRACTICAL APPLICATIONS TO EDUCATION
AND CONDUCT OF LIFE, INCLUDING AN
OUTLINE OF LOGIC FOR THE USE OF HIGH
SCHOOLS, NORMAL
SCHOOLS AND ACADEMIES TEACHERS AND
THE GENERAL READER**

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Elementary Psychology, with Practical Applications to Education and Conduct of Life, Including an Outline of Logic for the Use of High Schools, Normal Schools and Academies Teachers and the General Reader by James H. Baker

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JAMES H. BAKER

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PREFACE.

THIS work is an attempt to present, with applications, the more important principles of Psychology in a clear and concise form, arranged for High and Normal schools and adapted to the use of teachers and the general reader.

The plan of the work, formed several years since, and pursued throughout the period of its preparation, is as follows :

1. The topics are selected for their essential importance, and are treated concisely.

2. Such metaphysical discussion as does not belong to an elementary work is omitted or placed in footnotes. The importance of Physiological Psychology is duly regarded.

3. Practical applications of the science are made to Education and the Conduct of Life.

4. In connection with Thinking an outline of Logic is presented.

5. The presentation of many of the topics is inductive in the sense that typical instances precede the statement of principles. For emphasis and convenience the definitions and many principles, summaries, and inferences are printed in different type.

6. For fuller views on some of the topics and for

comparison of opinions, references are made to a brief list of available works.

7. Exercises, calculated to test the skill and invite the research of the student, are placed at the end of each subject.

The author believes that *Practical Psychology* has a place in Secondary Schools generally as well as in Normal Schools, because so many of the students of these schools complete their formal education in them, and because so many of them become teachers. In the experience of life every one is in some way a teacher, and every one should have in view at least the further development of his own powers.

This work was carefully read in manuscript by B. F. Hayes, D.D., Professor of Psychology and Logic in Bates College, and the "Applications" were reviewed by one of the most distinguished exponents, in this country, of sound educational theory. The author is indebted to these gentlemen for valuable suggestions; he however holds himself responsible for whatever views are presented in the work.

Many of the volumes referred to in the preparation of this book are mentioned in the list for reference, hence no further acknowledgment of indebtedness to authors is needed than the list itself, and the numerous references in the foot-notes.

The library of every school in which Psychology is taught should contain at least the shorter list of reference books upon the subject. Before beginning this work the pupil is supposed to have studied Hutchison's *Physiology*, or its equivalent.

SUGGESTIONS TO TEACHERS.

1. If the time allotted for the study permit, the pupil should refer to the authorities indicated in the foot-notes and report his investigations in class; if desired, other authors may readily be substituted for those noted.

2. In many instances the "Applications" should be referred to the principles which they apply; this work is facilitated by the cross-references between topics and applications.

3. The "Exercises" may be increased at the discretion of the teacher. It would be well to mark out illustrative work for each method of Psychological inquiry (see p. 19), and use it as progress in the study may require.

Additional exercises in *Introspection* will readily suggest themselves.

Study through the words and acts of others may be illustrated by comparing one's own experience with that of others under similar conditions; by observing the deeds of others in given circumstances; by noting the effect upon expression of success, of a harsh word, of a smile, etc., etc.

Study of Children may be successfully invited. Let the pupil observe or learn of early instances of well-defined perception, of implicit judgment, of implicit reasoning.

Study through Biography, History and Literature is

easy to illustrate. From results in character infer the motives of some noted man; conjecture his emotional life as determined by certain events; read autobiographical sketches. Analyze the spirit of the French people just preceding the Revolution. Select passages, showing a profound knowledge of the human mind, from the play of "Hamlet;" learn what is implied as to the beliefs of men by their use of common psychological terms.

For *Physiological Study* observe for instance the effect of fatigue upon memory.

In connection with the "Applications" Discussion of the *Theory and Practice of Teaching* may be carried to any extent.

While work of the kind suggested above is an essential part of the true method in Psychology, it should not be regarded as in any sense a substitute for systematic text-book work.

4. The sections numbered 59, 60, 65-69, 72-87 are devoted to Logic; it is thought that most schools will desire to use the amount of Logic here presented. The belief is growing that no course of secondary instruction is complete which omits the principles and forms of Logic and examples of the fallacies into which people are easily led. It is hoped that this feature of the book will especially recommend it. In connection with this outline some such work as Jevons' Primer of Logic, in the hands of the teacher, will prove suggestive and helpful.

5. The "Table of Contents" is a complete analysis of the whole subject by sections and paragraphs, and it may be followed in formal recitation.

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