

**LABORATORY MANUAL
OF PSYCHOLOGY.
VOLUME TWO**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649480807

Laboratory Manual of Psychology. Volume Two by Charles Hubbard Judd

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Edited by Trieste Publishing Pty Ltd.
Cover @ 2017

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CHARLES HUBBARD JUDD

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OF PSYCHOLOGY.
VOLUME TWO**

PSYCHOLOGY

LABORATORY COURSE

LABORATORY MANUAL OF PSYCHOLOGY

BY

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VOLUME TWO

OF A SERIES OF TEXT-BOOKS DESIGNED TO
INTRODUCE THE STUDENT TO THE
METHODS AND PRINCIPLES OF
SCIENTIFIC PSYCHOLOGY

NEW YORK

CHARLES SCRIBNER'S SONS

1907

PREFACE

THE use of laboratory exercises in the teaching of psychology is a matter regarding which there is the widest divergence of opinion and practice in American institutions. In many colleges and normal schools, text-book courses pure and simple are the only courses offered. In other quarters a few typical experiments are demonstrated to the class as a whole. In a small number of institutions each student is given an opportunity at some time in his course for individual laboratory work.

The present volume is prepared with a view to facilitating the introduction of this last-mentioned form of instruction into a larger circle of institutions. The two questions which immediately arise in connection with such a course are, When should it be introduced, and what equipment is necessary to make it successful?

The matter of equipment is fully dealt with in another volume, and no detailed discussion need be given here. It is altogether appropriate to remark, however, that a successful laboratory course

in psychology requires only a very modest equipment, if one will confine himself to that which is absolutely essential. The essentials can be provided easily within the limits of \$200, and even a smaller equipment can be made very productive in the hands of a skilful teacher.

The second question as to when individual laboratory work should be undertaken is less easy to answer. The exercises given in this book presuppose a knowledge of sensations, of perceptual processes, and of feelings. The necessary knowledge for intelligent use of the exercises can be derived from almost any one of the books in common use in introductory courses in psychology. The introductory course should ordinarily be at least half completed before the student is set at work in the laboratory. It will be found even better to postpone the laboratory work until the whole introductory course has been taken. The student will then begin the exercises with much greater comprehension of their value, and of the relation of the facts investigated to other facts of mental life. The introductory course may advantageously include demonstrations to the class of the experiments which the student is later to carry out in full; but careful experimental work, especially

when it is quantitative in character, cannot be expected before the student has acquired some general knowledge of the science.

Two other matters are touched upon in the introduction. First, the student should always be kept alive to the significance of his results. A required report and a general meeting of the class at which the experiments are discussed by all those who take part in the exercises are, according to the experience of the author, the most satisfactory devices for attaining this end. In certain of the exercises special preparation for the general class discussion may be made by appointing some member of the class to bring together in a general table the results of all who performed the exercise. All of these methods of procedure presuppose that the class will, in a given period, work at the same experiment. This may require a subdivision into small laboratory sections, or a duplication of apparatus; but the results of comparison and discussion will amply repay the instructor for the added effort and expense thus entailed.

The other matter to which explicit reference is here necessary, in addition to what is said in the introduction, is the typical character of all of the exercises. By means of the supplementary exer-

cises suggested, the flexibility of the course has been increased. It is quite possible to substitute one of the supplementary experiments for the main problem described in the text. If it is desired to devote more than one period to a given subject, the supplementary exercises may be assigned for a second, or in some cases even for a third period. In general, periods of laboratory work should be from two to two and a half hours in length. The exercises are prepared with such periods in view.

One general departure from the course as given in the text which the author has found to be very advantageous is as follows: When a student has gone through the first seventeen exercises, he may be allowed to select three others from the remaining eight, according to his own tastes. After thus becoming acquainted with the typical methods and problems, he should be allowed to devote the remainder of the time allotted to the course to a more complete study of some one problem. Some problem in practice, or some elaborate problem which requires more than one period, is especially suitable for this part of the course. Suggestions for such exercises will be found among the supplementary experiments, and in the references. In