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# PSYCHOLOGY

BY

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Third Revised Edition

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W. P. II



## PREFACE.

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ANY book, written as this one is, expressly for use in class-room instruction, must meet one question with which text-books, outside the realm of philosophy are not harassed. What shall be its attitude towards philosophic principles? This is a question which may be suppressed, but cannot be avoided. The older works, indeed, were not so much troubled by it, for it is only recently that psychology has attained any independent standing. As long as psychology was largely a compound of logic, ethics, and metaphysics, the only thing possible was to serve this compound, mingled with extracts from the history of philosophy. And it must not be forgotten that such a course had one decided advantage: it made psychology a good introduction to the remaining studies of the philosophic curriculum. But at present, aside from the fact that there is already an abundance of text-books of this style, which it were idle to increase, psychology seems deserving of a treatment on its own account.

On the other hand, there are books which attempt to leave behind all purely philosophic considerations, and confine themselves to the facts of scientific psychology. Such books certainly have the advantage of

abandoning—or, at least, of the opportunity of abandoning—a mass of material which has no part nor lot in psychology, and which should long ago have been relegated to the history of metaphysics. But one can hardly avoid raising the question whether such surrender of philosophic principles be possible. No writer can create nor recreate his material, and it is quite likely that the philosophic implications embedded in the very heart of psychology are not got rid of when they are kept out of sight. Some opinion regarding the nature of the mind and its relations to reality will show itself on almost every page, and the fact that this opinion is introduced without the conscious intention of the writer may serve to confuse both the author and his reader.

But to me one other consideration seems decisive against such a course. It does not have due reference to the historic conditions of our instruction. One essential element in the situation is that it is the custom of our colleges to make psychology the path by which to enter the fields of philosophy.

How, then, shall we unite the advantages of each class of text-books? That is to say, how shall we make our psychology scientific and up to the times, free from metaphysics—which, however good in its place, is out of place in a psychology—and at the same time make it an introduction to philosophy in general? While I cannot hope to have succeeded in presenting a psychology which shall satisfactorily answer this question, it does appear to me an advantage to have

kept this question in mind, and to have written with reference to it. I have accordingly endeavored to avoid all material not strictly psychological, and to reflect the investigations of scientific specialists in this branch; but I have also endeavored to arrange the material in such a way as to lead naturally and easily to the problems which the student will meet in his further studies, to suggest the principles along which they will find their solutions, and, above all, to develop the philosophic spirit. I am sure that there is a way of raising questions, and of looking at them, which is philosophic; a way which the beginner can find more easily in psychology than elsewhere, and which, when found, is the best possible introduction to all specific philosophic questions. The following pages are the author's attempt to help the student upon this way.

## NOTE TO THE THIRD EDITION.

**MANY** of the changes in this edition are in statement of particular facts where the science has advanced since the book was first written. In making them I have availed myself largely of the learning and aid of my friend and former colleague, Mr. J. H. Tufts, to whom are given my best thanks. Changes, tending to greater clearness or simplicity of statement, and amounting to a paragraph or more, will be found on pages 7-8, 27, 33-36, 44-50, 55, 56-58, 66, 81-82, 89, 93-96, 152-158 (except the references), 205, 218, 276, 278, 311, 312, 315. The only change involving an alteration of standpoint is in the general treatment of sensation. For the better theory, as it now seems to me, of the present edition I am indebted to the writings, on one side, of Mr. James Ward and Professor James, and, on the other, of Professor Watson. Finally, my hearty thanks are due to the teachers whose patience, energy, and learning have done so much to cover the deficiencies of this book and to make acceptable whatever of merit it has.

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