

in an elementary course in Logic, may at first sight appear doubtful. It seems to me, however, that this inclusion is not only justifiable, but even necessary at the present time. Psychology is no longer a 'philosophy of mind'; but, under the influence of experimental methods, has differentiated itself almost entirely from philosophy, and become a 'natural' science. As a natural science, it is interested in the structure of the mental life,—the characteristics of the elementary processes, and the laws of their combination,—and not primarily in the function which ideas play in giving us knowledge. It is clear that psychology does not undertake to describe all that mind is and does. It belongs to Logic to investigate intelligence as a knowing function, just as it is the task of Ethics to deal with the practical or active mental functions.

The practical question still remains as to whether this side of Logic can be made profitable to students who have had no previous philosophical training. I am well aware of the difficulty of the subject, but my own experience leads me to believe that the main conceptions of modern logical theory can be rendered intelligible even to elementary classes. Of the incompleteness and shortcomings of my treatment I am quite conscious; but I have endeavoured to make the matter as simple and concrete as possible, and to illustrate it by means of familiar facts of experience.

For a number of the practical questions and exercises, I am indebted to Professor Margaret Washburn of Wells College; others are original, or have been collected in the course of my reading. I have also