

VALUE OF PSYCHOLOGY.*

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WE may consider the importance of psychology to the teacher in (I.) the discovery of the interrelations of different lines of study; (II.) in organizing and systematizing his own mental life; (III.) in guiding the process of bringing together the subject of study and the student; that is, in helping the teacher as director, student and educator.

I. THE TEACHER AS DIRECTOR.

The teacher must know something about the interrelations of different studies. It is his work to arrange the time-table and programme of work, and frequently to teach several of the subjects. Even where he is restricted to the teaching of some specialty, he should know how his special subject is related to the others pursued by the pupils he is teaching. Does psychology occupy such a place as to make it specially valuable in seeing the interrelations of various studies? Let us examine.

When it divides studies into three great classes:

The natural sciences, the mental sciences, and the philosophical enquiries.

He claims that psychology is complementary to the natural sciences, assisting in the treatment of problems otherwise inadequately solved; that it is the foundation of the mental sciences, as dealing with the simple data and underlying principles of these, and, lastly, it is the natural preparation for and introduction to the philosophical enquiries.

That psychology is complementary to the natural sciences may be illus-

trated by a number of commonplace and well-known instances, as the case of the "personal equation" in astronomy, where it becomes necessary to take account of the apperception and reaction time of the observer who is using the transit instrument or serious mistakes will arise in the calculated results. Other familiar examples illustrate that the abstracted, mathematical, and physical properties of the observed phenomena do not alone fully explain the appearances, e.g., the larger apparent size of the moon when near the horizon: the apparent motion of the sun. Many simple, but striking examples may be taken from what are termed optical illusions, as when lines are drawn from a point midway between two parallel lines, cutting the parallel lines at various angles, cause the parallel lines to seem to curve outward, while lines drawn from points outside of the parallel lines to an imaginary line drawn midway between the parallel lines make the parallel lines appear to curve inward, etc. The cases of color contrasts are also simple exemplifications of this psychical component, as for instance, a gray strip on a white and black background will appear whiter on the black background, darker on the white background. Or a strip of gray placed on a background of red, and the same gray placed on a background of blue will appear not as gray, but as shades of pink and yellow respectively, etc., etc. The British Scientific Association places psychology among the natural sciences in its meetings, making a sub-section of physiology. The American Scientific Association places it under the mental sciences, making it a sub-section of anthropol-

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