MANCHESTER REGIONAL COMMITTEE FOR EDUCATION IN H.M. FORCES

CANADIANS "LEAVE COURSE at

H O L L Y  R O Y D E

4th-9th December, 1944

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NOTES ON LECTURES

The morning lectures will first indicate the scope of psychology and will then consider special problems of importance. There will be no treatment of those applications of the subject which will be treated in the evening lectures.

The importance of measurement in psychological experiment will be the subject of the demonstration to be given in the Psychological Laboratory at Manchester University on Wednesday morning. The lecturer will be Mr. H.E.O. James, M.Sc., of the Department of Psychology.

In the following notes a mere indication is given of the morning lectures; it is hoped that they will cause some questions.

/Introductory:

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Tuesday and Wednesday — **Introductory: The Scope of Psychology**

1. Psychology is the scientific study of human experience and behaviour.

2. For each one of us, our own experience is the central fact of living. So long as we are awake, we are continuously noticing the objects of the world, their colours, shapes, sounds and movements. All these are outside us, and the most important class of these external objects for us, is that composed of other humans. At the same time, we also notice our states of mind: whether we feel cross or tired, or what our memory-pictures, thinking, or desires, are like. Such states of mind are private to each one of us. Whether our experience at any moment consists in noticing external objects, or internal states of mind, we have only one way of expressing that experience, and that is by speech or action, i.e. by behaving.

3. This is why psychology studies the mind by studying the behaviour which is our means of expressing to others what our experience is like, and what actions and aims it has aroused in us.

4. The body, our only means of conveying anything to others, plays an equally important part in the formation of experience. What we know of the world is obtained through the working of senses such as the eye and the ear, and the receivers of touch and temperature impressions which are in the skin. A fundamental branch of psychology investigates this bodily equipment of sense-organs and the kinds of experience to which it gives rise. This is the study of sensation and perception: it is really not one but several branches of experimental study, and it seeks to relate, with exact control and measurement each different kind of experience to a definite kind of stimulation. Always a response has to be given to denote the kind of experience aroused.

5. In recognising or perceiving an object, the remembering of past experience plays a part. One of the important marks of human behaviour is that it is increasingly altered by every fresh experience. The influence of memories in this way, and the achievements of learning (which depends on the operation of memory) form the subject of a vast field of experimental research, which includes the problem of forgetting. In these experimental subjects it is possible to get exact records, because we are experimenting on adults.

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6. It is the modification of former behaviour with age, and the gradual unfolding of new behaviour in the years of growth, that makes possible a genetic study of behaviour: its development from infancy to adult age. Often, in the early years, we can test the child in experimental situations; but observation of the spontaneous actions of children is the man method of study. The investigations on children of school years have been largely concerned with the growth of intelligence and spontaneous group play.

7. The study of children (apart from the advantages to those who have to train them) has thrown light on adult behaviour. Adult social life is the interaction of varied individual differences in personality. Personality is an individual's social-stimulus value; all the effects he produces on others by his appearance, actions, emotionality and intellect. The relationship of these factors within the individual can be seen developing in the growing child; the mental characteristics form a distinctive pattern in each person.

8. Typical features of personality are found in the individual's attitudes and reactions to what he feels to be the problems set him by society. Many attempts have been made to estimate attitudes and other personality traits in relation to the groups (of family, club, occupation, religion, state) to which one belongs. In this way, group-formation can be studied, and influences from one group to another, by propaganda and education, studied by test situations.

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Thursday Perceiving and Remembering.

1. The experimental problem is to find material which shall be fair to all who attempt to memorise it. There must also be some way of expressing numerically the results achieved. The uses of grouping and other aids to memorising. Memory images: their nature and uses, with some individual differences. What happens to memory traces? - some indications from experiment.

2. Do experiments on memory reproduce the conditions of real life? Some tests designed to arouse clear interests. Perceiving of new situations depends for success on one's available memory images. Interests and knowledge and perceptual accuracy.

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3. Good and bad memories in relation to emotional interests. Improving the bad memory by training. We recognise a familiar object only when we see it in unusual surroundings. Memories belonging to the group; the effects of culture.

4. A theory of remembering based on experimental results.

Friday — An introduction to the Psychology of Personality

1. The use of the terms temperament, character and personality. Some immediate personality effects of physique and colouring, speech, and facial expression. Inherited factors of constitution. Some individual differences which have social significance will be considered.

2. What is meant by mental types, with some examples. The extremes are easier to recognise than the normal forms of these types. Emotional behaviour: we do not usually express emotional tension freely; we are influenced by social conventions.

3. The experimental study of suggestibility in the waking state. The hypnotic trance as increased suggestibility. The general loss of the more complicated mental operations in suggestible states, and its significance for crowd action.

4. Directing sentiments and the problem of character. The place of will in mental life.

H.R. 4.
28th November, 1944.
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