

1926

## A Schematic Classification of General Psychology

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### Recommended Citation

Ruckmick, Christian A. (1926) "A Schematic Classification of General Psychology," *Proceedings of the Iowa Academy of Science*, 33(1), 283-284.  
Available at: <https://scholarworks.uni.edu/pias/vol33/iss1/86>

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## THE INFLUENCE OF THE RHETORICAL QUESTION ON LEARNING

E. O. FINKENBINDER AND JOHN E. SCHALK

(*ABSTRACT*)

Two college classes of 45 students were given two sets of materials, each set presented to one group of students with rhetorical questions inserted and to the other group without rhetorical questions. The average value to learning of the questions inserted was 17%.

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## A SCHEMATIC CLASSIFICATION OF GENERAL PSYCHOLOGY

CHRISTIAN A. RUCKMICK

The elementary student is usually bewildered by the presentation of technical names which are used to describe the various branches of elementary psychology. Very often he cannot easily distinguish between differences in *points of view*, *methods of approach* and *fields of activity*. In a previously published article an attempt has been made to clarify the situation on the subject of *method*. The same thing has here been attempted for the subdivisions of psychology.

A chart has been prepared which shows the historical development of psychology into various branches on both the theoretical and experimental sides so that any given course of study can be traced by a sort of linear descent through the chart. Just as charts ordinarily help the student in obtaining a clear and lasting impression of the learning process, facts of visual sensation, or the structure of any sense organ, in the same way a chart representing the whole subject matter of psychology does much to orientate a student through a general course or any given special course in the subject. In addition it has the useful function of drawing the student's attention not only to the multifarious activity

of present day psychologists but to the intimate relationships between workers in affiliate fields of investigation.

It is not claimed that this chart is without fault. Two obvious criticisms can be directed toward it. (1) Any logical classification at once does damage to the objects classified in that it neglects gradations and intermediate positions and tears apart those which in actual practice are interrelated. (2) The chart, since it is the logical product of one mind, must be in a sense highly personal and unscientific. Another psychologist going at the same problem might make a radically different scheme. It is for this reason that the chart is presented for discussion and criticism at this meeting. The classification, of course, must also be subject to expansion and development as positive knowledge accumulates.

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THE RELATION OF MATHEMATICS APTITUDE TO  
OTHER APTITUDES

R. D. SINCLAIR

(*ABSTRACT*)

The purpose of this study was to determine the relation of mathematics aptitude to aptitude in other subjects. The materials available for the investigation were (1) certain tests that had been taken by the Freshmen upon entering the University in 1925 — tests in Mathematics Aptitude (M.A.) and Mathematics Training (M.T.), English Aptitude (E.A.) and English Training (E.T.), Chemistry Aptitude (C.A.) and Chemistry Training (C.T.), and French Aptitude (F.A.) and French Training (F.T.); (2) High School Content Examinations, Iowa Comprehension Test, and Thorndike Intelligence Test Part 1, Form B; (3) grades made in courses during the Freshman year; and (4) the average number of grade points made by each student for each semester. The M. A. and the M. T. tests consisted of four parts, each part furnishing a separate score. Correlations were made to determine various relationships.

Findings show the correlations of M.A. and M.T. with the average grade points for the first semester considerably higher than for the second semester. M.A. and M. T. added together correlate slightly higher with the first semester grade points than do either of the tests taken separately; but M. T. alone correlates