

Tapan Chandra Mondal

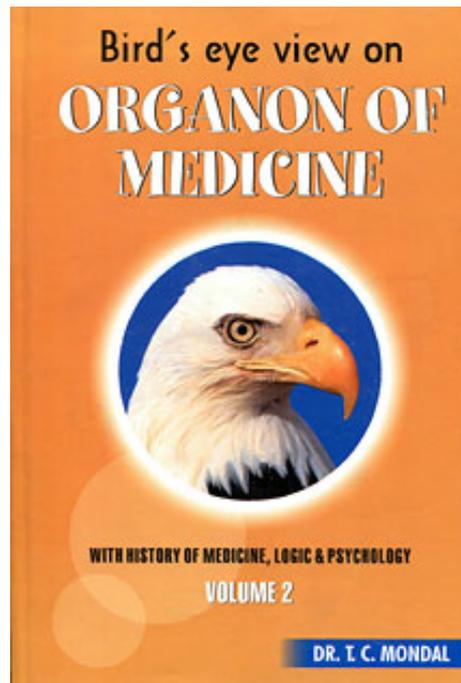
Bird's eye view on Organon of Medicine (Volume 2)

Reading excerpt

[Bird's eye view on Organon of Medicine \(Volume 2\)](#)

of [Tapan Chandra Mondal](#)

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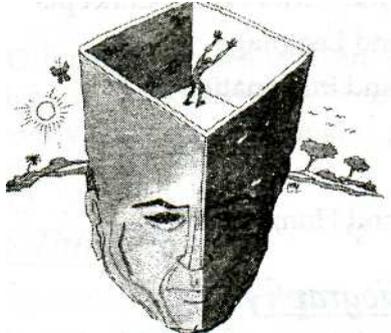
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Chapter-14



Beyond the thinking mind

Thinking

"I think, therefore I am"

Rene Descartes (1596-1650)

*"Heretics are the only bitter remedy against
the entropy of human thought"*

Yevgeny Zamyatin (1884-1937)

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Chapter Features

- 14.1 Nature of Thinking
- 14.2 Concepts and Formation of Concepts
- 14.3 Thought and Language
- 14.4 Thinking and imagination
- 14.5 Reasoning
- 14.6 Solution
- 14.7 Thinking and Homoeopathy

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Meaning:

A person's ideas or opinions.

Definition:

According to **Gilmer** (1970), is a problem-solving process in which we use ideas or symbols in place of over activity. The most thinking orderly process of thinking in problem - solving. It is the highest form of thinking.

14.1 Nature of Thinking:

1. Broadly speaking, thinking includes all forms of cognition. It includes *perception, imagination, and memory and concept formation*. But in a restricted sense, it is considered as symbolic behaviour.
2. **C. T. Morgan** regards thinking as a sequence of symbolic processes.
3. **Munn** (1967) also regards thinking as a sequential arousal of symbols.
4. Thinking is manipulating the world internally with the aid of symbolic processes.
5. It makes use of *memory, imagination and reasoning* or problem-solving.

According to **Woodworth**, (1954) thinking consists of the following elements:

- a. Orientation towards a goal.
- b. Recall of previously observed facts.
- c. Grouping those recalled facts into new patterns.
- d. Inner speech movement and gestures.
- e. Thinking involves both the processes of analysis and synthesis.
- f. To get a clear idea of a problem, we mentally analyse its pros and cons and synthesis its different aspects.

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Without the help of these two processes we cannot have a complete picture of a problem.

According to **Woodworth**, (1945) thought involves Hind sight as well as Foresight. *While thinking we utilise past events. This is hind sight. Thinking also involves foresight, which prepares us for future consequences.*

Thus, thinking has the following features:

- a. It is essentially a cognitive process.
- b. It is goal-oriented. Discovery and invention are the goals of thinking.
- c. It is a problem-solving behaviour.
- d. It involves analysis and synthesis.
- e. It involves both Hind sight and Foresight.
- f. It is mental exploration rather than motor exploration.
- g. It is a symbolic activity.
- h. Thinking is subvocal talking. It involves inner speech.

Types of Thinking:

Thinking may be classified into the following categories:

1. **Associative Thinking:** This types of thinking is non-directed and without goal. **For example**, the burnt child dreads the fire. Here associative thinking works. The sight of the fire awakens the experience of pain in his mind. As a result, the child refrains from touching fire.

Again delusion, day-dreaming and fantasy also fall in the category of non-directed thinking. Delusion is persistent, absurd thought. An individual under the influence of such delusions may think that he is the lord of the universe. In day-dreaming and fantasy a child may think of becoming a renowned cricket player.

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2. **Perceptual thinking:** Perceptual thinking is carried out on the perception of concrete objects. This is the simplest form of thinking.
3. **Conceptual Thinking:** Conceptual thinking is an abstract thinking where concepts are used. It economises effort in understanding and problem solving.
4. **Creative Thinking:** A creative thought travels its own way and aims at creating something new. No pre-established rules or conventions restrict creative thinking; *preparation, incubation, illumination and verification*. At the preparation stage, there is focusing of consciousness upon the problem and organisation of the data.

At the incubation stage, the problem is temporarily forgotten. Mind works on it occasionally before it develops into a usable product.

At the illumination stage, the central idea appears all on a sudden in a flash of insight.

At the verification stage, the refining and polishing of the central idea occurs putting it into finished form.

5. **Wishful Thinking:** Often our wishes, needs and desires force us to thinking in the ways of their own satisfactions. This results in an incorrect thinking.

Tools of Thinking:

The following are the tools of thinking: 1. Images.
2. Concepts 3. Languages 4. Muscle activities.

1. Image: Thinking involves images of objects actually seen. The images rather than the real objects are usually manipulated in thinking.

2 Concepts: "Concepts have been described as general ideas, symbols and names referring to the general class of a particular object. When similar objects are perceived in different contexts, they are segregated as a class and named by the subjects. Concepts simplify the process of

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thinking by reducing the number of the objects of thought; Concepts classify things and economies thought. They are indispensable for reasoning."

3. **Language:** Generally, thinking is expressed in language. When we think over a difficult problem, very often we talk to ourselves internally. Language is the expression of thought and thought is aided by language.
4. **Muscle activities:** Thinking involves muscular movement. There is positive correlation between the thinking and muscular activities of a person.

14. 2 Concepts and Formation of Concepts:

Concepts are tools of thinking. It is defined as the name of a class of objects or their common qualities. Thus dog is a concept, which is the name of a class of animals. General ideas are called concepts. "It is the sm total of what you know about the object" (Woodworth). When a child observes different kinds of birds and notes that they are called by a particular name, he forms the concept of the bird in general.

Formation of Concepts:

Formation of concepts takes place through following phases:

1. **Comparison:** In order to form concepts about an object, the first step is to observe the characteristic of the object of the same class. Then comes analysis of the qualities of each of them. The points of their similarity and their points of differences are noted. For example, to form the concept of a bird, one has to observe the similarities and differences of different kinds of birds.
2. **Abstraction:** In this stage, the concrete details of sense perception are eliminated and general features of objects are separated.

For example, all kinds of birds have two wings, two legs and a beak. These features, which are common to all

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birds, are fixed and other qualities such as colour, size etc. are eliminated.

3. **Generalisation:** The idea that the special features which have been separated through analysis will be found in each of the object of the class is called generalization. The bird which we have not seen must have also two wings, two legs and one beak. This mental process is generalisation.
4. **Naming:** Lastly, for the expression of the concept we need naming the object. That is, the creature which has two wings, two legs and one beak is a bird. Naming completes the concept.

Thus the concept of whiteness is formed after observation of many white objects and comparing them with those having other colours. Here, as in other cases, *the analysis is followed by synthesis*.

14.3 Thought and Language:

Human being is superior to all other beings because he can think. Not only he thinks but he can express his thought in language. So, there is a close link between thought and language.

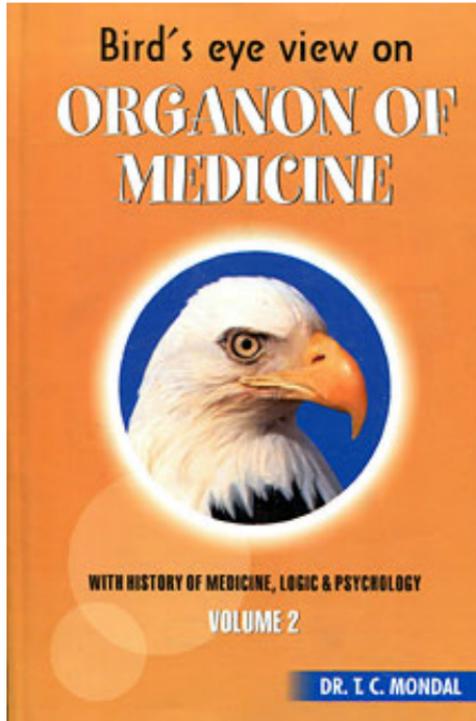
1. **Language is the expression of thought:** Languages is the most important element of thought. When we think over a difficult problem, often we talk to ourselves internally. If we are alone, we may talk aloud with gestures. *Language is the expression of thought. And thought is aided by language. Thinking and talking develop through social interaction.*
2. **Language is the means of communication of thought:** We can record our thoughts in language and communicate them to others through it. When our thoughts are recorded in language, they may be used by us in future, or they may add to the knowledge of others.

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3. **Language is an aid to thought:** "The more we give expressions to our ideas, the more our ideas become clear. Discussion and argument stimulate our thinking capacity. When a teacher explains to his students a complicated topic, not only student' ideas become clear, *the ideas of teachers are also stimulated through interaction.*"
4. **Language is an aid to recall:** "Facts and principles which are expressed in language are easily retained and readily recalled. We can easily recall those facts to which we have assigned definite names. Abstract ideas such as affection, pity, beauty etc, cannot be formed without language."
5. **Language is a thought-saving instrument:** "Languages is a system of symbols which stands for facts and principles. They can be more easily manipulated than the facts. Progress of science and mathematics has become possible only by the use of symbolical language. Chemical reactions cannot be retained in our mind without chemical symbols and formulae."
6. **Language and thought develop together:** "Development of thought takes place simultaneously with the growth of language. Development of language greatly depends on the development of thought. Precise thoughts lead to precise expressions. Precise expressions make for greater precision of thought."

"In fact nowadays language has become so closely linked up with the social environment that without the help of language we cannot think of the worldly affairs. At present, the news of the world are communicated either in verbal or written language, so, thought processes will not develop if language is excluded and simultaneously, advancement of knowledge will be

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