

lined, and it was pointed out that whilst the first two mechanisms presented no difficulties as a rule, the factor of Recall was the one usually at fault. This was illustrated by the process of Repression, the effects of which are often to be seen in hysteria and other neuroses.

It was remarked that the secret of a good memory lay in the manner in which impressions were associated for purposes of Recall.

Turning to the defects of memory, the lecturer described the regressive effects of old age, and explained the mechanisms responsible for the amnesias of senility. He described the gradual tendency for the aged to become egocentric, and to neglect all but interests of a personal nature. One could, therefore, understand why it was that a senile patient is apt in his conversation to deal with early personal experiences only. Whilst forgetfulness was common to most people, it was often a prominent symptom of mental disease. The amnesias as they occur in Cerebral Tumour cases, as a result of Trauma, in Epilepsy and in other diseases of the nervous system, were described. Note was made of the particular Paramnesia of Korsakow's Syndrome, and, finally, certain conditions when memory was intensified, for example in states of mental excitement and in mental defectives, were cited.

The lecture concluded with a short homily on the application of memory in training, especially of the nursing profession. The following hints were commended to all who are concerned with the education of young nurses.

#### The Application of Memory in Training.

Having dealt somewhat extensively with the subjects of Memory and Attention, it will not be out of place to apply them to the general methods of study and see how Psychology helps us to learn in a practical way. In order to make the various points clearer, we had better place our rules in a catalogue :—

1. From the beginning we have to recognise that there is a natural resistance to study in us all. Some of us feel this in a more marked degree than others. It is, therefore, necessary for us to get the mastery over this obstacle.

2. At first it is necessary for us to find a place where it is easiest to study. This need depends upon the degree of distractibility to which the individual is liable. After the habit of study is fully formed, environment will not make much, if any, difference.

3. We must always keep before us a resolution to develop a thoroughly scientific and methodical way of studying.

4. We should not let ourselves have time to consider whether the subject is interesting or not. The point at issue is whether it is useful and going to be of assistance to us.

5. In study, time is money, and we have to be thrifty with it. To many of us study is an expensive thing and the high cost can be considerably lowered by wasting less time preparing to commence.

6. Knowing that there is resistance and that the work that you are doing is difficult, make yourself aggressive and go in for mastery of the subject.

7. Try to establish a definite rate of studying. The speedometer of your mind should be kept to the rate that is best for you individually. If you study too slowly you will find it harder to resist distractions—but the rate should be slow enough to allow the material to sink in and to allow the formation of proper associations. If you study too fast, you will fall into the error of depending upon learning by heart. You get strong associations only of the things directly preceding and succeeding—you have no time to think out the meaning of the statements you are repeating. Of course you can study some things faster than others.

8. Get out of the way of thinking of your subject as pigeon-holed or enclosed within book covers. The mind should be trained to bring outside associations to the printed page.

9. Paraphrasing is a useful method of taking the subject into the mind. As often as possible you should put the material you are studying into your own way of talking. If you haven't got words enough in your vocabulary, you must enlarge it, but be sure that you use the right word.

10. You should, if possible, introduce the personal factor into your work. When you need examples get them from your own experience, and do not be content to repeat those you have seen in text books.

11. After you have studied, always leave a little time for revision. If possible, place the subject matter into a few general headings and allow the associations you have made to do the rest.

12. Whilst you are studying concentrate the whole time, and as soon as fatigue supervenes have a rest. In this way the last part of the material is impressed as deeply upon your mind as the first.

13. Never pass over a word you do not understand. It is not enough to look it up later on, the odds are you will forget all about it. Many misinterpretations of the whole material may occur from ignorance concerning certain words, and those who study medical and nursing sciences are especially liable to encounter these pitfalls. Have your dictionary in a convenient place so that you will not have to overcome so much resistance and waste so much time in hunting up the word. Word meanings and discriminations should receive the most careful attention. It is important also to know the correct pronunciations as well as the meaning of words.

14. If you can't make any sense out of a lesson you should try and remember that it is probably you who are at fault. In all probability your preliminary knowledge is deficient.

15. Do not confine yourself to studying only when you have a book in front of you. When the mind is once trained it will always be capable of learning, and this learning will always bring pleasure with it. You only stop learning when your heart stops beating.

16. The subject of note-taking is a problem. Whilst it is very unsatisfactory to allow a lesson to pass, it is just as bad to copy down what the lecturer says practically verbatim. If you take down every word you cannot possibly understand the meaning. In addition to making notes on various subjects, you should allow original thought to have its place, and this can be developed by jotting down personal ideas and observations.

#### DOES YOUR CHILD EAT MILK?

The almost unanimous advocacy by the medical profession of feeding children with an abundance of milk is often largely thwarted by the child's disinclination to drink much. It might be more generally recognised that there are other ways of absorbing the valuable food qualities of milk than by actually drinking milk. The principal of these is to eat milk chocolate. Very few children are adverse to eating this delicious sweetmeat, and it contains, of course, other valuable food factors besides milk. Probably few people appreciate that in each half-pound block of Cadbury's milk chocolate there is a glass and a half of rich milk. Incidentally, it may be mentioned that only English milk from cows fed upon the best pasture lands of the English countryside is used in making Cadbury's milk chocolate, the cheaper ingredient of dried milk powder finding no place in its manufacture.

[previous page](#)

[next page](#)