

**HOW TO USE YOUR MIND: A
PSYCHOLOGY OF STUDY, BEING A
MANUAL FOR THE USE OF STUDENTS
AND TEACHERS IN THE ADMINISTRATION
OF SUPERVISED STUDY**

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How to Use Your Mind: A Psychology of Study, Being a Manual for the Use of Students and Teachers in the Administration of Supervised Study by Harry D. Kitson

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A PSYCHOLOGY OF STUDY

BEING A MANUAL FOR THE USE OF
STUDENTS AND TEACHERS IN THE
ADMINISTRATION OF SUPERVISED STUDY

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SECOND EDITION, REVISED AND ENLARGED



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PREFACE TO THE SECOND EDITION

THE kindly reception accorded to the first edition of this book has confirmed the author in his conviction that such a book was needed, and has tempted him to bestow additional labor upon it. The chief changes consist in the addition of two new chapters, "Active Imagination," and "How to Develop Interest in a Subject"; the division into two parts of the unwieldy chapter on memory; the addition of readings and exercises at the end of each chapter; the preparation of an analytical table of contents; the correction of the bibliography to date; the addition of an index; and some recasting of phraseology in the interest of clearness and emphasis.

The author gratefully acknowledges the constructive suggestions of reviewers and others who have used the book, and hopes that he has profited by them in this revision.

H. D. K.

April 1, 1921.

PREFACE TO THE FIRST EDITION

EDUCATIONAL leaders are seeing with increasing clearness the necessity of teaching students not only the subject-matter of study but also methods of study. Teachers are beginning to see that students waste a vast amount of time and form many harmful habits because they do not know how to use their minds. The recognition of this condition is taking the form of the movement toward "supervised study," which attempts to acquaint the student with principles of economy and directness in using his mind. It is generally agreed that there are certain "tricks" which make for mental efficiency, consisting of methods of apperceiving facts, methods of review, devices for arranging work. Some are the fruits of psychological experimentation; others are derived from experience. Many of them can be imparted by instruction, and it is for the

purpose of systematizing these and making them available for students that this book is prepared.

The evils of unintelligent and unsupervised study are evident to all who have any connection with modern education. They pervade the entire educational structure from kindergarten through college. In college they are especially apparent in the case of freshmen, who, in addition to the numerous difficulties incident to entrance into the college world, suffer peculiarly because they do not know how to attack the difficult subjects of the curriculum. In recognition of these conditions, special attention is given at The University of Chicago toward supervision of study. All freshmen in the School of Commerce and Administration of the University are given a course in Methods of Study, in which practical discussions and demonstrations are given regarding the ways of studying the freshman subjects. In addition to the group-work, cases presenting

special features are given individual attention, for it must be admitted that while certain difficulties are common to all students, there are individual cases that present peculiar phases and these can be served only by personal consultations. These personal consultations are expensive both in time and patience, for it frequently happens that the mental habits of a student must be thoroughly reconstructed, and this requires much time and attention, but the results well repay the effort. A valuable accessory to such individual supervision over students has been found in the use of psychological tests which have been described by the author in a monograph entitled, "The Scientific Study of the College Student."*

But the college is not the most strategic point at which to administer guidance in methods of study. Such training is even more acceptably given in the high school and grades. Here habits of mental appli-

* Princeton University Press.

cation are largely set, and it is of the utmost importance that they be set right, for the sake of the welfare of the individuals and of the institutions of higher education that receive them later. Another reason for incorporating training in methods of study into secondary and elementary schools is that more individuals will be helped, inasmuch as the eliminative process has not yet reached its culmination.

In high schools where systematic supervision of study is a feature, classes are usually conducted in Methods of Study, and it is hoped that this book will meet the demand for a text-book for such classes, the material being well within the reach of high school students. In high schools where instruction in Methods of Study is given as part of a course in elementary psychology, the book should also prove useful, inasmuch as it gives a summary of psychological principles relating to the cognitive processes.

In the grades the book cannot be put