

HARRY D. KITSON



TRADITION CLASSICS

How to Use Your Mind

A Psychology of Study

How To Use Your Mind A Psychology Of Study

O García



How To Use Your Mind A Psychology Of Study:

How to Use Your Mind Harry D. Kitson, 2008-08 *How to Use Your Mind* is an exceptionally practical handbook on how you can use your mind more effectively to achieve better results in your studies. The book brings value to both students and teachers/lecturers. It explores the basics of comprehension and memorization and shows effective applications of memory in learning. Some of the topics covered are: How to master the art of effective note taking, how to become avidly interested in any subject matter, how to get a mental second wind, and how to get physically conditioned for effective study. Written by Indiana University Professor of Psychology Harry D. Kitson in 1921. Second Edition. *How to Use Your Mind* is today still as contemporary as it was then. *How to Use Your Mind* Harry Dexter Kitson, 2016-05-17 Harry Dexter Kitson 1886-1959 was a Professor of Psychology. **How to Use Your Mind** Harry Dexter Kitson, 1921. 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*. *How to use your mind; a psychology of study* Harry Dexter Kitson, 1916. **How To Use Your Mind** Harry D. Kitson, Harry D. Kitson, 2023-06-26

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. 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.

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