

# New Things Not Found in Any Books

## Why We MUST FORGET To Keep from GOING INSANE

THE child who, when asked what memory is, replied, "It's what you forget with" was much nearer right than is generally supposed. We do actually forget far more than we bring into consciousness, and that is what is called memory.

There is no memory sense, nor does memory constitute a special faculty of the human organism. The physiological explanation of memory is not difficult, but its method of working is far from being so simple.

Every impression plants a memory, or, to speak in the words of the scientists, every nerve agitation has an effect upon the growth of the nerve-strand and changes the brain cells at the centre to which the nerve runs. An act of memory is simply making the nerve-strand and cell work backward and reproduce what was introduced into it from without.

You see a friend to-day and talk with him, and when in the evening you are asked, "Well, whom did you see to-day?" the very question brings up the pic-

## Mental Power Depends Upon NOT CONTINUALLY REMEMBERING All We See and Hear

ture of that friend. At the same time the cells of the brain that were engaged, in the conversation begin to reproduce the thoughts uttered then—you are remembering the conversation.

But you had forgotten even that you had met this friend until asked the question, and had probably not thought of what had been discussed until you recalled his name and thought of the ideas that had been exchanged with him.

The entire brain is filled with these memories, or, rather, each cell has an impression which it is ready to reproduce when called upon. It might be compared with the disk of a phonograph which has received millions of impressions, and when the proper place is reached by the needle (that is, when we call upon that cell to utter its impression) it echoes what was received possibly twenty or thirty years ago.

All this time the cell has been holding its thought, waiting to be called upon to reproduce it. This thought while kept ready for reproduction is what science calls "below the threshold of consciousness." We had the thought, but were not conscious of it until it was raised to the level of consciousness.

What, then, makes the difference between good memories and bad? Why is it that one person can remember easily and another forgets absolutely? Why is the forgetful person unable to bring back to consciousness something which passed through his brain years before? Let us see.

There is a great difference between brains. Their physical matter is precisely the same, as far as science can determine, but the power of reproducing thoughts varies between individuals and in the same individual at different times.

The power of reproduction is in proportion to the

distinctness and depth of the first impression. Some persons have a power of receiving impressions more vividly, and, of course, these reproduce more perfectly.

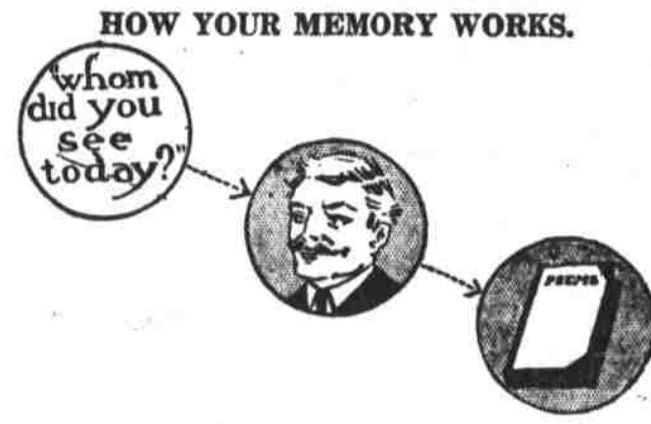
While you are young the brain is not filled with impressions; you are eager for every new thought and you concentrate your attention upon each thought as it is received. This power of concentration seems to be like an engraver's tool which marks the ideas of thoughts more deeply on the disk of memory, so that when called upon for reproduction they emerge clear and distinct, not foggy or confused.

The gaining of the power of concentration is a matter of training. One person can read a book in a room where many are conversing, while another person cannot read a line. The former has the power of perfect self-direction, and shuts off the sounds of conversation, fixing his whole mind upon the words he is reading; the other lacks that power. The person who has this perfect control will remember for years what the other forgets almost overnight.

There is another line of training which goes to make the perfect memory, and that is training in ob-

servation. Some persons do not see what is going on about them because they do not fix their minds upon it. Others, as we say, "take it all in" and they keep it as well.

The reason that the old person says "I can remember what happened twenty or thirty years ago better"



"You have completely forgotten your friend until some chance remark brings the memory of your last meeting with him to conscious life in your brain. The reproduction of this impression in turn revives your forgotten promise to send him a book."

than what occurred day before yesterday" is easily explained. When he was young the cells of his brain and his nerve-strands were fed with good red blood and were at the height of their activity, so that it was easy for a thought to make a permanent impression,

which can be recalled at any time by the exercise of the will or by the call of other similar thoughts. But when a person is old it is as if the wax on the disk of memory had become hardened and the impression made by a thought does not go very deep, and, as a consequence, recollection is difficult or impossible.

No one can explain all about the action of memory, but it is plain that we are forgetting most of the time—sinking our thoughts below the threshold of consciousness, to lie there until we feel the need of calling them up to conscious life.

This is perhaps the most wonderful power of our brains. If we were continually conscious of all that we had ever seen or thought our minds would be in a tumult and we should go insane.

As at present constituted the mind calls up only what it needs to remember, and for the time forgets all else, thus making it possible to work logically and fix our thoughts upon one subject at a time instead of upon many million. This arrangement also gives the greater part of the brain cells time to rest, for if all worked together the expenditure of nerve energy would be so enormous that no organism could stand it.

We want to remember everything when we want to and not all the time, and the well-trained mind does precisely that. It does not go "wool gathering," letting thoughts arise at random, as they do in dreams when the will is quiescent.

What we call memory is the most wonderful combined activity of brain cells and nerves, but training, at many points will make it possible even for the aged to receive as vivid impressions almost as the young, and certainly to do far more with the stored-up memories than the untrained mind. Training comes from exercise—you can not think too deeply.

## Houses That Follow the Sun

TO build a house with southern exposures on all sides sounds a great deal like making a regal coach and four out of a pumpkin and some mice, as in Cinderella, but this is really done. Of course the impossible is not performed, and so all the sides of the house do not have a southern exposure at the same moment.

The answer is simple enough, however. These houses rest on a sort of turntable, and may be turned about at any angle or entirely around. A long while ago one or two such experiments were tried, but these turn-table cottages did not seem to be practical. Now, however, quite a number of villas have been built in Munich and seem to be quite popular.

The solid foundations do not move, naturally, but the villas rest upon these foundations with proper turntables, so they may be

turned about. A villa built upon a little knoll or hill can thus be made to follow the sun around all day, having sunlight in the same room from sunrise to sunset, or the villa may be turned around so that the sun may be in the kitchen during the forenoon and in the living room during the afternoon.

For invalids who need to be in the sun constantly such an arrangement allows them to rest in their chairs or hammocks on a veranda from morning until night, with the added attraction of a change in the landscape every little while.

These houses are, of course, only villas, or like our small bungalows, and were first built as a novelty. Now a number of experts are studying them to see if it will not be possible to build something after that pattern for use of patients in a tubercular colony.

## YOU MIGHT TRY--

### To Remove Match Marks.

MARKS on kitchen walls, which have been caused by carelessly striking matches on them, will disappear if rubbed with a bit of lemon and then with a clean cloth dipped in whiting. Afterwards wash the surface with warm water and soap—then wipe with a clean damp cloth.

### To Remove a Glass Stopper.

WHEN the stopper of a bottle has become fixed and will not move, if it is soaked in vinegar for a few hours and then worked gently, it will come away quite easily, and there is no danger of breaking it.

### Preventing China From Chipping.

HOUSEHOLD china is apt to get chipped at the taps in the kitchen. Cut two small pieces from some old garden hose or rubber tubing, and slip one over each of the faucets at the sink. This will prevent such accidents.

## What Flowers Do for Weary Brains

THE eyes and the brain of the busy man, no matter what kind of work he follows, become weary and need rest just the same as any other part of the human body.

Nothing has been found in the wide world that will give weary eyes and a tired brain more immediate rest than a few moments gazing on a pretty bed of bright colored flowers. The contrast is so great from that which has occupied the organs until they were well nigh exhausted, and the effect is simply marvelous.

Flowers in the home divert the mind and rest the weary eyes of the housewife and mother.

A bouquet in the sick room aids in keeping the mind off the disease, and often starts the

brain on a new channel of thought that puts the patient on the road to recovery.

Flowers in the office, or on the desk of the weary clerk or stenographer, will produce such a telling effect that by actual comparison more work is accomplished by those whose eyes and brains are rested by the presence of those gifts from nature.

Artists visit the parks and gardens to study the flowers, and their orbs are wonderfully toned up by the refreshing glimpses of the colors in nature, and no artist has ever been successful who does not study colors in the beautiful flowers.

It will pay any student, or anyone deeply engrossed in thought along any particular line which is apt to make the brain weary, to have a pot of bright flowers on the desk.

# Teaching Girls to Be Sportsmanlike

By Jesse F. Williams,

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IT is the spirit behind the game rather than proficiency in the sport itself that we make the cardinal principle in our athletics at Teacher's College. It is sportsmanship rather than records for which we strive. But do not misunderstand me, we go in to win and do, but the winning is of secondary importance to the formation and development of character. Many of the most valuable lessons of life are taught on the athletic field: self control, courage, courtesy, loyalty, responsibility.

The girl who learns these lessons while playing baseball or basket ball is victorious, although she never makes a home run or a goal. We develop athletes, but more than all we develop character on our athletic fields and in our gymnasiums. This is, of course, not new. The athletic training for boys has long been based on this principle.

The general belief that girls are not sportsmanlike, that they are poor losers, that they do not always "play the game" is not entirely true. Fundamentally, girls and boys, men and women are not unlike in this respect. Many of the same attributes are in both sexes, but they lie dormant through lack of cultivation or use. Sportsmanship is one of these qualities.

Girls have had no chance to develop it. Man has played games for centuries.

But—just what is sportsmanship? Can it be defined or is it an elusive something that we feel but can not logically explain or define? True sportsmanship cannot be defined in words, the man, the person, is really the definition of the word. For instance, we say that the tennis champion, McLoughlin, is a thorough sportsman, but we do not really put in words just what we mean. We feel, however, that he is a man of courage, courtesy, loyalty and truth, that he is a good loser, a kindly victor, that he has great self-control; else he would not occupy his present high estate.

Therefore, when we speak of sportsmanship we have in our minds not the definition of the word but the figure of a man representing it. We do not think so much of what records the man has made but of what he is. The athlete's triumph over speed and space, his ability to throw straight and far, his prowess on the gridiron are not foremost in our minds when we speak of his sportsmanship.

It is this spirit, therefore, that we keep ever in the foreground in the physical education of our girl students. While they believe that they are building up stronger bodies we know that

they are building up character. It is a subconscious building. We do not preach loyalty to their college, their team, themselves, in words, but by object lessons.

For instance, we never give up playing a game because one or two important members of a team have failed us. We play the game even knowing we have no chance to win. We have played match games of baseball with only five members of the team in the field. We would play it with only a batter and pitcher rather than give up. How does this teach loyalty? Suppose a game of baseball was scheduled for a certain Saturday afternoon. It happens to be a delightful October day and several of the team prefer to go to the theatre or to shop or have made engagements of some sort that preclude their being at the game.

On their return to college they find that the game was played without them and probably lost to the visiting team. "But why did you not postpone it?" they will ask. And they get their first lesson in responsibility when we explain that we were in honor bound to play the game because we had promised to. We had as a team as a unit, assumed a responsibility and we held to it. This teaches those who stayed away, loyalty and responsibility, and to those who went bravely into what they knew would be a losing game it teaches courage. It is, by the way, only at the beginning of the college year, before the new students have the real college spirit, that this is apt to happen.

Later in the year perfectly legitimate causes may weaken our side in a contest, but those left to bear the brunt never refuse to "play the game."

Loyalty is shown in other ways. Personally I do not think that too much can be made of this characteristic. My philosophy is that so long as a person is a member of any organization, be it a team, a college or what not, he should be absolutely loyal in word and deed, should show loyalty under the most trying conditions, should not "knock" his fellows or his leaders and should support his organization with all his prowess. This is the kind of loyalty we try to teach at Columbia to our girls.

What is it that brings a boy or man to the football field or to the diamond every day, even when he knows that he is not going to play and that, perhaps, he may never have a chance to play in a big game? What is it that brings him to the side lines day after day dressed in his playing clothes? What keeps him from cutting away and having a good time in town? Loyalty to his class, his team, himself.

This feeling of loyalty and responsibility is as strong in girls; the irresponsibilities have, however, been of a vastly different nature for centuries and it takes sometimes months of training to make them realize that there is a responsibility in play as well as in work, that play brings its opportunities and with opportunities come responsibilities.

I believe that with every opportunity comes responsibility. The worker, the athlete, who fails to seize that opportunity, shows a lack of responsibility. On the athletic field, for instance, a girl may have a chance to make a goal, she does not grasp it, perhaps because it

came as the result of an unusual play, but she falls. She does not meet her responsibilities, you see. This is forcefully explained at the time and not only the girl herself, but her team mates receive a lesson in loyalty and responsibility which will affect their future action on the athletic field as well as in life.

At the beginning of a new term when a girl begins to take an interest in athletics she naturally wants and expects to be on one of the teams, she does not make it, but is told that she may join the practice games and that she may have a chance later to take a substitute's place. Being perfectly human, and therefore kindly or seriously, she stays away from the games entirely or sulks along the side lines in everyday clothes rather than in her playing costume. This is one of the commonest acts of disloyalty toward her classmates among the new students.

There is no natural gang spirit among girls. As a child, the normal girl plays single plays, plays for which only one companion or perhaps two is needed. She plays dolls, house, or if older, reads her story books. Boys on the contrary are natural gangsters. They love to flock together. They follow a leader naturally. This quality is in feminine nature as well as in the masculine, but it is only recently being brought forth or developed. But boys and men have had to be trained just as much as girls, only their training has been going on through centuries, perhaps centuries. The old

records, for instance, were sportsmen, they had the quality which we are bringing forth to-day in our girls and which is considered to be "natural" to boys. But it is not "natural." When the new system of athletics became included in the schools of the country it was found that boys lacked this highest sportsmanship, they went into the game for the record alone, let come what would, not for the spirit. It is but natural, therefore, that we should be going through the same phase with girls, who started practically two generations later. We used in America to lay our emphasis in the training of both boys and girls upon the development of character. No mere records will suffice unless school athletics are making better citizens, from the standpoint of loyalty, honesty and responsibility, they are failures.

Girls learn self-confidence on the athletic field. They learn to lose sight of themselves, which is the truest self-confidence.

To go into a game with fewer members on their team than on their opponents', and to fight bravely, gives the fighters a self-confidence that nothing else can give. The girls "find themselves" speedily under such conditions. They have to, else they could not play.

I would not say, however, that in every instance responsibility to others in an athletic contest presupposes a permanent sense of responsibility to others throughout life. This is a form of faculty psychology no longer believed in, but I do believe that in many cases it helps a lot. The person who proves her responsibility in small things is apt to prove them in the larger things of life.

Aside from self-control, as ordinarily expressed, the modern system of athletics teaches a girl to take open criticism gracefully. Girls inherently resent criticism. Boys

on the contrary not only take it but seem to expect it.

In athletics this criticism is absolutely necessary, it is all part of the game and the girl who does not overcome her sensitiveness will never develop the true sportsmanship. But why this difference? It lies, I think, in the fact that the feminine nature makes everything personal. Incidents, criticisms, deeds, that to a boy or man are general, are to a girl personal.

While naturally without the gang spirit, girls readily acquire it when properly led. There is nothing in life so well calculated to develop leadership as athletics. The development of leadership goes hand in hand with the development of team work.

I do not want anyone to think that the development of the true sportsmanship means the development of a race of mollycoddles. We believe in fair play and insist upon it, but we also believe in play as hard as we can. Slugging? Well, slugging is not a feminine accomplishment! We have won a good many games at Teacher's College and Barnard without it, but we are by no means mollycoddles. Girls who are determined to make a goal at basketball are as emphatic in their plays as boys—they forget frequently that they belong to the "gentler sex!" It is this that develops the give and take attitude. In athletics as well as in everything else life is a game of give and take. Girls speedily learn to take as good as they give.

That there are no purely physical actions is never more clearly proven than on the gymnasium floor or the outdoor field. Mind and body are one, else of what use to found our athletics on the higher plane? Why not depend solely on brute force? Neither are there purely mental acts. Our actions affect our purely physical acts. Our thoughts affect our actions. This is why we place sportsmanship far and beyond the winning of records. If we play a straightforward victorious game of football our mental attitude will be affected by that game for hours afterward.

And this is true of dancing. We have large classes in folk and national dances, but we do not teach the new steps that have recently called forth much criticism. Dances inevitably affect the mental state. If one dances a jolly folk dance, the mental attitude for the hours following it will be brighter and jollier than if one dances a stately solemn measure. The dance may be used to induce attitudes of mind and if one knows what is desirable in the dance, one can get satisfactory mental attitudes.

There are still conservatives who fear that devotion to athletics means a lowering of the feminine standard, that there is something unwomanly in battling for a ball on a green field. Conventions produce such feeling. If athletics are properly coached and supervised there is no loss of inherently womanly traits, but real gain in qualities very desirable in womanhood.

Some athletic girls are masculine, I admit, but are they not athletes because they were primarily masculine in their tendencies? A girl who becomes a sportsman need lose none of her desirable feminine qualities, but she may and does lose many that are not desirable.

## Her Streak of Luck

"I KNOW you won't believe me," you can, to the grocer's! He lives plannively began the young woman who was crocheting over his store! Get some canned soup if you have to use your flats on the bedspread. "Nobody with a particle of common sense would believe me, but that dinner party I gave on the 13th of the month was a real success. Occasionally when I think of the affair seems like one of those moving picture dreams that cause you to wonder how on earth they made the film."

"If I hadn't tried to be so stylish and act like an etiquette book hostess it wouldn't have been so bad, for then my guests could have shared my sorrow with me. I made the fatal mistake of attempting to conceal my hysteria under a set smile and by pretending that this world we live in is a happy little place and that I was having a really delightful time."

"I had modestly said when I invited the Canstows and the Amsleys that we would have the chickens sent over from the farm in Michigan."

"So when I reached home at 6 o'clock the night of the dinner and found the cook hanging over the front gate waiting for me with the news that the chickens had not come I was somewhat upset."

"The stores in our suburb close with great promptness at 6 o'clock, but by doing a Marathon I reached the butcher shop just as the man was locking up. There I purchased some cold storage towels that I knew every one would recognize as cold storage. And after my country chicken boasts, too!

DISCOVERED.

"Tearing madly through the back streets and alleys for fear I should meet some of my guests and they would notice the chicken legs protruding from my bundles, I reached home and fell into my dinner dress. The man I always have to serve at dinners was on hand preparing the table, and I talked with feverish brightness to the Canstows and Amsleys as 7 o'clock arrived and passed."

"Then my husband, whom I had not been able to warn, began signaling to know why dinner was not announced. Just then I was called to the kitchen and found the cook in a violent rage."

"The second girl in some manner, in endeavoring to help, had thrown out the soup! It was cream mushroom soup at that! And I had mostly expected it to make a hit with my guests!"

"I fixed the serving man with a stern eye. 'Run, I hissed, 'as fast as you can, to the grocer's! He lives over his store! Get some canned soup if you have to use your flats on the bedspread. 'Nobody with a particle of common sense would believe me, but that dinner party I gave on the 13th of the month was a real success. Occasionally when I think of the affair seems like one of those moving picture dreams that cause you to wonder how on earth they made the film.'"

"Finally, after millions of years, a perfectly impassable faced serving man, who didn't in the least look as though he had been engaged in holding up an honest grocer, announced dinner."

"I thought at first it was my emotion that made the soup taste so queer, but afterward I found that the man had got a can of ham bouillon and a can of tomato soup, and they didn't seem to mix well. He had noticed the unusual character of this combination in his excitement."

"Then Mrs. Canstow began to be sympathetic, which was very hard to bear. She conveyed in the most delicate manner the feeling that of course she realized my dinner was a failure, but that nothing less could have been expected, since I was the person giving. That woman has the most uncanny habit of always having things absolutely perfect. If she'd only make a failure now and then I could grow quite fond of her."

"The next thing that happened was a six and a seaser in the pantry. John, with a resigned sigh, rose from his seat and faded into the back regions. The serving man, nervous from the tragedy of the champagne, had let the cork of the champagne bottle pop out and half the contents had escaped, so John knew if he wanted to save the second bottle he'd have to go and attend to it himself. Still I maintained my perfect calm and silently dared Mrs. Canstow to notice anything."

LIKE SAWDUST.

"The chicken was like sawdust in my mouth, and I was firm in my belief that the cook had put cinnamon in the salad dressing instead of mustard. However, I gritted my teeth and kept my eye figuratively on the end of the evening and tried to keep my mind running toward it in a straight line."

"Then there came an awful explosion from the kitchen that made everybody jump and spill things. Most of us rushed to see what was the trouble."

"The gas stove oven had blown up because the frenched cock had left it turned on for thirty minutes without lighting it—and I wish you could have seen the carelessly artistic manner in which the cheese and crackers, which were supposed to be toasting, were blasted over the walls."

"However, it was a relief not to have to pretend any longer. I just told them all about everything and the awful strain I had been under, and then we peacefully ate what was left of the dinner. At least I did, with my guilty secret of my mind."

"As for the 13th of the month—put me down as a strong believer in darkest superstition!"