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**RESEARCH ARTICLE**

**Self- Defense Mechanisms and the Influences of Memories in Never let me Go**

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**ABSTRACT**

This paper examines how memories are expressed and utilized in a dystopian society through the lens of Sigmund Freud's theory of self-defense mechanisms. The self-defense mechanisms are categorized into many themes, some of these themes will be applied to some characters throughout the sequence of actions in the novel. Each theme will offer itself as the most accurate means of understanding the importance of any individual memories and others' attitudes. What will be mentioned in this paper, compensation, Denial, displacement, identifications, regression, repression and sublimation in Sigmund Freud's theory. This paper will also specifically show both regression and repression characterized in some characters in the novel. Regression involves a return to either a painful or a pleasant experience in any individual, and repression is incarnated in putting things into darkness. Repression and regression also will be mentioned to show the psychological method of living in present by remembering the past. Kathy is the protagonist and the narrator of the novel, and she keeps flashing back her memories to avoid the unpleasant realities of the coming doomed future. The sequence of actions in the novel will reveal the past as a future while reading this piece of art by Kazuo Ishiguro.

**KEYWORDS**

Repression, regression, compensation, displacement, identification, denial, memories and sublimation.

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**Introduction**

*Never Let Me Go* is a 2005 dystopian novel by British author Kazuo Ishiguro. The novel's title comes from a song on a cassette tape called *Songs After Dark*, by a fictional singer whose name is Judy Bridgewater. The story begins with reminiscences by Kathy.H. She remembers her last days before being terminated as a donor in Hailsham. The setting of the novel is in a fictional place in Britain which, is called Hailsham, in a boarding school. Kathy and her friends leave for a cottage when they are sixteen years old. Kathy tells about the memories of her friends in very specific details. Kathy is a clone raised to be a donor whose organs will later be harvested until she dies, including her friends. During her childhood, Kathy was free-spirited, kind, loving, and stood up for what was right. At the end of the novel, Kathy is a young woman who shows much emotion when she looks back on her past, but that past represents everything she had in her life. Those students will face their doom after donating their vital organs gradually, according to the rules of the school they are living in. The students try to occupy their time in recalling the past, where the past describes their emotions innocently to live the moment of joy through forgetting the future. Students practice their usual life as if there is no future and they give the past a meaningful aspect in the realm of literature. Sigmund Freud's manifestation of self-defense mechanisms will be applied to those characters' attitudes towards the idea of donating which will end their life in an unescapable place in that boarding school. From the beginning of the novel, memories are the pillar of the novel and the sense of precious memories when Kathy says, "Like the fact that we'd grown up together at Hailsham, the fact that we know and remember things no one else did" (5). From this quotation, the sense of reminiscence is obvious to conjure the past rather than thinking of the ruthless future. The capabilities of recalling the past appear very flexible and easy to recur in Kathy's mind. At the end of the novel, Kathy drives up to Norfolk and briefly imagines everything she remembers and everything she lost. There was something

concealed in Kathy's soul and was replete of sweet memories despite of sense of bitterness in some of her attitudes she passes through writing her memories.

### Theory Analysis

Sigmund Freud's study of self-defense mechanisms came from analyzing the conscious and unconscious that handle the stress of social or individuals' situation. It is a study to show the manipulations of the unconscious mind to defend feelings of anxiety or misery. Thus, this study is considered to be a theory of reducing anxiety arising from an unacceptable situation that any individual could live in. Defense mechanisms' results lead individuals to healthy or unhealthy consequences depending on the circumstances in which these mechanisms are used. The significance of such a study by Freud is to decrease the anguish which comes from an unaccepted situation or even harmful feelings. It helps people to protect each other from painful moments and also to protect their sense of self. The importance of self-defense mechanism is listed under four elements. First, defenses are means of managing instinct and affect. Second, they are unconscious. Third, they are distinct from one another. Fourth, they can be adaptive (Villant.4).

Defense mechanisms changes the way in which we perceive reality and think about ourselves and understanding the human nature. The study of defense mechanism is important for these reasons. Defenses are effective because we are unaware of their functioning. This absence of unawareness creates a dilemma. So, the importance of studying mechanism is to show our inner life that colors our perception of reality as human. Defense is a counterforce directed against the expression of drives and impulses. The idea here, defense serves to control or modulate impulse expressions. So, it protects the individual from being overwhelmed or surrounded by the anxiety that would result from conscious recognition of the unacceptable impulses. So, the concept defense represents a reaction to the external sources of stress as well as our internal forces (Cramer.1).

Here are the definitions of Freud's defense mechanisms that will be implemented in this paper. Regression means the temporal return to a former psychological status that is not just imagined but relived (Tyson.15). Freud describes regression as a "return to earlier stage and less mature behavior or manifestations of more primitive behavior after having learned mature forms, whether or not the immature or primitive behavior had actually formed a part of the person's earlier behavior" (Scheidlinger 3). The earlier behavior is memory according to the individual's previous behaviors in Freud's definition. Displacement is when you express feelings to a substitute target because you are unwilling to express them to the real target. The feelings expressed to the substitute target are based on our negative self-concepts about the real target and ourselves in relation to the real target. So, displacement refers to altering the target of an impulse, which means a process of taking out in someone or any other object (Baumeister.et.al.1093). Taking out process is a previous feel based on a specific attitude in the memory. Sublimation is the process of diverting your feelings about the negative self-concepts that you have of yourself or others into more socially acceptable activities (Gemes.40). Sublimation means the actions of the past that an individual face in his life concerning memories. Identification as a defense mechanism is the identification of yourself with causes, groups, heroes, leaders, movie stars, organizations, religions, sports stars, or whatever you perceive as being good self-concepts or self-images. Identification is not like imitation identification; has an internal component, whereas imitation is external and behavioral (Wollheim 191). Identification is a nonconscious imaginative process and, it involves imagining being someone else and imagining behaving like someone else (Jhonson.et.al 160). identification is a way to think of yourself as good self-concepts or images. Another of Freud's themes is repression, which means putting things into darkness to avoid negative things in life. Repression is the unconscious and seemingly involuntary removal from awareness of the negative self-concepts that your ego finds too painful to tolerate (Billig.15). Repression is not the same as suppression, which is the conscious removal from the consciousness of intolerable negative self-concepts. Repression is a choice, but a decision that we choose to remain unaware of as a part of the defense of repression. Denial is the subconscious or conscious process of blinding yourself to negative self-concepts that you believe exist in you, but that you do not want to deal with or face (Bergstein 43). The last theme is compensation, which means the process of masking perceived negative self-concepts by developing positive self-concepts to make up for and to cover those perceived negative self-concepts. (Bergstein 334). Each of these self-denial mechanisms has its influence on any individual's consciousness. This study of self-defense mechanisms helps people to protect each other from painful moments and also to protect their sense of self. The impact of such mechanisms by Freud certainly will leave traces behind us and teach us in the span of our lives. Sigmund Freud once said, "The easy and agreeable portion of our journey lies behind us. Hitherto, unless I am greatly mistaken, all the paths along which we have travelled have led us toward the light- toward elucidation and fuller understanding." (Harrison.55). So, Self-defense mechanism depends on the way of dealing with life's attitudes to conceal or show whether strength or weakness. Our memory lies behind us and all the experiences in our daily life come to be a memory. All of these mechanisms have strict impacts come from our previous experiences in life.

In previous centuries, philosophers and psychologists regarded memory as a power of the mind responsible for our self-identity. Memory requires more than mere dating of a fact in the past (Piolino et.al 2). It must be dated in the moment of the past same as happened with Kathy.H to recall such a tremendous storage of memories. Freud's idea is that we all dream in usual visual images and, these images would never simply disappear even if they are consciously suppressed or unconsciously repressed (Bergstein 9). This means our memories are steady and they can never be lost in the course of anyone's life. Memories are the

mirror of our past, and they can be transfigured through time but can never be lost. When it comes to reviewing, back there will be a big mass of attitudes, and these attitudes are portrayed in Freud's psychoanalytic studies. Freud's self-defense mechanisms come from experiences with individuals, and each mechanism represents a specific behavior, and such behaviors represent an individual's past.

### **Literature Review**

Regression can either return to either painful or a pleasant experience. It is a defense because it carries an individual's thoughts away from some present difficulties. However, it differs from other defenses (Tyson.15). Regression is returning to an earlier time in life when a person is not so threatened with becoming a negative self-concept. At first, Kathy returns to thoughts, feelings, and behaviors of an earlier developmental stage to identify herself as she used to go back to her sweet and bitter memories that she passes through with her friends. Kathy recalls her memories and her attitudes with her friends and what she goes through. Kathy praises herself for her efforts to say about herself in an autobiographical speech in the novel, "Okay maybe I am boasting now. But it means a lot to me, being able to do my work well, especially that bit about my donors staying calm. I've developed a kind of instinct around donors" (3). From this quotation, Kathy assures the rule of regression that she feels, which means acting much younger to feel better despite the ruthless fact that she will face as a donor.

The elasticity of recalling memory has come to be more obvious to the readers of the novel. Many influences and attitudes in our lives come to be lucid memories, but we cannot rely on everything we can recall. Freud's idea is that we all dream in usual visual images and these images would never simply disappear even if they are consciously suppressed or unconsciously repressed (Bergstein 9). Kathy relies on her memories as a treasure when she says, "I've got plenty of memories I treasure from them" (77). Memories are precious, and they function as a hope to keep living on them and to get rid of the coming future. Such memories give Kathy an identity to stick with and to forget the grim reality of sadness. Memories create a shared past that bonds us with family and friends. They seem fixed, like concrete, so that if you 'stepped' on them they would still be there as they always were. But memories are fixed (Loftus:1). Every day's experience tells that, memories can be lost, but they can also be drastically changed or even created but for Kathy, all memories are strict away from creating anything. Inaccurate memories can sometimes be as compelling and 'real' as an accurate memory. Kazuo Ishiguro in his novel *Never let me Go* reflects himself also as a man who loves memories. Ishiguro once had been asked by Christopher Bigsby "Do you have any memories of that earlier life back of Japan?". Ishiguro answer was: "I think that possibly they are so vivid because there was such an enormous change in my life and if there is such a change you have something to anchor your memories to" (Ishiguro15). So, memories are precious, and they could change life same as happens with Kathy to anchor her memories on past, away from the ruthless coming future.

The novel describes the moments of Kathy that she has lived with her friend Tommy, and she describes the beautiful places and their joyful time in Hailsham in that boarding school. Why those kids are still sticking with their past? The answer is just to forget the future they will face by recalling long conversations. The novel concentrates on three characters, Kathy, Tommy and Ruth. These three characters employ the main events in their long conversations with each other's and they never stop talking about Hailsham. In their long conversations, they forget their future rather than talking about their problems directly as donors. Tommy is one of those donors in the school, and he makes sure that the future has no meaning and he reacts with a regression mechanism, "What he wanted was not just to hear about Hailsham, but to remember Hailsham, just like it had been his own childhood" (5). This quotation reveals the sense of denial, which says: refuse to face a negative behavior that keeps going on. Denial is the subconscious or conscious process of blinding the oneself to a negative self-concept that one believes exists in his or herself, but that one does not want to deal with or face. Kathy describes her friend Tommy again, "He knew he was close to completing and so that's what he was doing: getting me to describe things for him, so they'd really sink in" (5). Thus, the denial of blinding self from negative things is fully recognized by Tommy. Tommy keeps remembering, irrespective of pain that he is suffering from where denial manifests itself in his character. What can be applied here also is the displacement which means take it out onto someone else. Displacement, is when you express feelings to a substitute target because you are unwilling to express them to the real target (Baumeister.et.al.1093). The feelings expressed to the substitute target are based on our negative self-concepts about the real target and yourself in relation to the real target. Kathy is the target to feel with others and listen to her friends relentlessly as a good carer with her friend Tommy.

The sense of sublimation is recalled itself in the course of the novel very obviously when the paintings of Tommy are not understood by Miss Lucy. Sublimation is the process of diverting your feelings about the negative self-concepts that you have of yourself or others into more socially acceptable activities (Rivkin and Ryan.761). When Kathy meets Tommy her close friend, she listens to him very carefully but the sense of sublimation is there when Kathy says about Tommy in her memories, "his reputation for creativity was as low as ever" (22). This thing is very clear to all students around Tommy even for Kathy. Kathy encourages Tommy to tell him "You seem much happier these days. Things seem to be going much better for you" (23). This mechanism (sublimation) revolves again in the novel from Miss Lucy the teacher of those kids. Tommy says, "What she said that if I didn't want to be a creative, if I really didn't feel like it, that was perfectly alright" (23). Tommy at first faces anxiety because of his laziness and being non-creative. Low self-esteem prevails in Tommy which means so to speak; the belief that we are less worthy than other people and we don't deserve attention. But the low self-esteem was inverted by both Lucy and Kathy to let Tommy feel sublimate to change his idea about laziness.

The memories of Kathy define the importance of her memories in keeping her away from the sense of future, even to feel supreme by her efforts toward her friends especially Tommy. The role of sublimation and her curiosity leads Kathy to live on her past rather than her future and diverts negative things into acceptable. Tommy perfectly captures the impossibility of having a traditional future together with Kathy when he says, "It's a shame Kathy, because we've loved each other all our lives. But in the end, we can't stay together forever" (282). So, the process of diverting your feelings about the negative self-concepts that you have of yourself or others into more socially acceptable activities. Tommy sublimates in his thoughts to be away from future troubles. Boschetti criticizes the life cloners to say "One characteristic that does not make the clones completely human is their acceptance of their future" (Boschetti 52). Kathy and Tommy love each other, and this is what makes them human above all else. Love is not the only feeling involved in Kathy and Tommy. One needs to consider how feelings and emotions are produced irrespective of being cloned in contrast to Boschetti's opinion. Kathy keeps her memories going on when she says, "I lost Ruth, then I lost Tommy, but I won't lose my memories of them" (286). Kathy also sublimates with her feelings irrespective of the grim reality of the fact that she has faced with Tommy.

Identification means attaching to something positive, and that can be applied to Tommy after he meets with his teacher, Lucy. Identification as a defense mechanism is the identification of yourself with causes, groups, heroes, leaders, movie stars, organizations, religions, sports stars, or whatever you perceive as being good self-concepts or self-images. This identification is a way to think of yourself as good self-concepts or images (Rivkin. and Ryan. 616). Thus, Tommy confesses of his weakness and faces Lucy's opinion in a joyful way and makes him away from any negative thoughts. Identification becomes to be more obvious in the novel by mentioning laughing and happiness moments among those students where all of identification pigmentation is there. "We were sitting up on our desks, and I can't remember exactly what we were talking about, but Mr. Roger as usual, was making us laugh and laugh" (32). From this quotation, the atmosphere of loving life is there despite of talking about the secret gallery of pictures where students are not allowed to talk about. insidiously, memories can become scrambled, sometimes in the process of attempting to retrieve something (Piolino et.al 3). You might relate a story or a friend, but unwittingly include some mistaken details same as happened after sudden talking about the gallery of pictures. Kathy keeps flashing her memories about herself and her friends just to ignore what is coming through self-denial mechanisms.

Repression is not the same as suppression, which is the conscious removal from the consciousness of intolerable negative self-concepts. Repression is a choice, but a decision that we choose to remain unaware of as a part of the defense of repression. Repression can be applied to Madame when the students feel she is afraid of them when Kathy says. "She didn't shriek, or even let out a gasp "(35). In another situation, Madame feels so scared and the wrinkles of her face coincide with the sense of repression. Kathy describes her in a specific way when she says," But she afraid of us in the same way someone might be afraid of spiders" (35). From this quote the memories come from the darkness of Kathy where her ego (existence) finds that very painful to deal with as a donor and she represses her feelings toward that attitude. Kathy keeps describing her memories in a dramatic way where things can't be understood according to some attitudes, and that is why she reads her memories very accurately. Memories are frozen, and the carpe diem moment of seizing past is very clear to say "It's like walking past a mirror you 've walked past everyday of your life, and suddenly it shows you something else, something troubling and strange" (36).

Kathy is tired of gathering her memories, but she keeps going on to tell the construction of her and the others vividly. Kathy really wants to put things into darkness "I won't to be a carer anymore come the end of the year, and though I've got a lot out of it, I have to admit I'll welcome the chance to rest- to stop and think and remember" (37). According to the self-defense mechanism, the feel of compensation comes to be fully clear to Kathy after many thoughts used to gnaw in Kathy's mind when she says, "But at another, as you'll see, it was the start of process that kept growing and growing over the years until it came to dominate our lives" (37). However, there are also problems with storing something new or recalling old memories. This usually occurs simply because the individual's concerns are not paying attention. But some people are unable to store new information even if they are paying attention and have the opportunity to repeat the new information over and over again several hours later, it is gone but with Kathy's sharp memory it is not. Such people, including patients with Alzheimer's disease, might not even complain about losing their memory because they do not realize that anything is missing. So, memories are still stable and easy to recall and live on it before being terminated as a donor (Loftus 2).

In one of the metaphysical thing in the novel is when kids start talking about ghosts. "Another rumor had it that a girl's ghost wandered through these trees" (50). Here, in this point the sense of repression comes to be portrayed again by those kids, but soon these stories were nonsense to the kids "The guardians always insisted these stories were nonsense" (50). At this point putting things into darkness to be unremembered by Kathy to repress such ideas. Of course, such a feeling has come from a momentary breakdown (fear) and this comes from when the person experiences anxiety, and which happened when the students start feeling creepy. Every moment Kathy lives has its own trait through remembering metaphysical things such as ghosts. However, Kathy remembers everything in-details to live her past rather than living the future. "One of the cleverest and most powerful techniques for planting highly implausible false memories involves the use of fake photographs" (Loftus 2). So, Kathy keeps every moment from her implausible memories to console herself in writing her memories. The fake pictures of ghosts soon passed away from those students' minds to say "How we could we believe rubbish like that" (51). According to Psychoanalysis the repressed feeling of fear comes to be memories of recalling self-negative concepts. The episodic memory here has warmth and intimacy to Kathy where her memories in the novel kept going on to be her candle of hope. This is an emphasis on the subjective experience

of old memories by Kathy where every moment is mentally stored. These episodic memory proves every moment Kathy has lived through her life.

Ishiguro determines how to show the innocent memories of Kathy through the title of the novel *never let me go* and the self-denial mechanism in Freud. The sense of regression repeats itself when Kathy starts to dance with her pillow in her memories "holding an imaginary baby to my breast" (71). listening to that song *never let me go*. Regression is incarnated in Kathy to feel happy and dance. Kathy feels happier and imagines nothing can make her happier than listening to that song when she says, "What I was doing was swaying about slowly in time to the song, holding an imaginary baby to my breast" (71). Willing of freedom is obvious where that girl is dreaming of a baby someday but that was in vain because soon she will be terminated.

Mark Currie criticizes this situation as an unwanted freedom for Kathy to dance with a pillow when Kathy says, "none of us could have baby" (73). Mark Currie criticizes this situation as an unwanted freedom for Kathy to dance with a pillow (Currie 91). Currie does not look to Kathy's memories. Kathy is sticking with her previous attitudes to forget the grim reality of her future. Kathy realizes that she can't have a baby and all what she dreams about is to entertain herself innocently to imagine herself a mother in the future. Kathy represents the feel of regression to forget the ruthless future and if she does not want freedom as Currie says, Kathy would not have danced with that imagined baby (pillow) and there is no cheer feel inside her. So, to refute Curries' opinion about unwanted freedom according to Freud's self-denial mechanisms the answer is: In times of stress or happiness, one may find that, behavior becomes more childish. This is one of the defense mechanisms known as regression. Regression causes to revert to a younger level of development which means memories and earlier, less demanding behaviors as a way of protecting yourself from confronting the actual situation. So, Kathy is protecting herself from the future to recall her memories and there will not be a kid to have. Memory is subjected to error more than many people realize. Our memory system can be filled with compelling illusory memories of important events but Kathy does not create illusory memories. These grand memories contributed to injustices that could have been avoided or minimized (Loftus 3). Mark Currie's thought is a monocular towards Kathy, and she only protects herself with regression innocently through remembering.

Repression is represented in Madame and Kathy in self-defense mechanisms, where denial is one of the most common defense mechanisms, as mentioned before. When there is a situation or fact becomes too much to handle or to face. There is a thin line between denial and repression when it comes to defense mechanisms. Madame starts weeping and crying when she sees Kathy dancing, imagining a baby in her hands. Kathy describes Madame, "But she just went on standing out there, sobbing and sobbing" (72). With repression, your mind makes the decision to get rid of negative self-concept in your subconscious, thereby preventing painful, disturbing or dangerous thoughts from entering awareness. Repression is like denial, may serve immediate purposes, particularly if you were tormented by a painful experience and that's what happens with Madame. The experience of seeing Kathy dancing is a tormenting situation for Madame, and she keeps crying. But why does Madame not tell anything to Kathy? Why she kept silent and only she occupies herself with crying? Simply Freud once said "Everyone is aware that there are somethings in himself that he would be very unwilling to tell other people" (Billig 12). Madame defends herself with repressed feelings to hide her tears. Repression in Freud's vision comes from the notion that we have secrets which we keep from ourselves. Thus, nothing has been said to Kathy by Madame and she concealed her words. Later on, the concealed secret behind Madame to keep silent is revealed by Kathy to open a soliloquy with herself to say "So when she saw you dancing like that, holding your baby, she thought it was really tragic, how you couldn't have a baby" (73). Kathy represses her feelings to say, "When I got back to my friends a few minutes later, I did not tell them anything about what had happened" (72). Kathy represses her feeling towards Madame in that time, according to her memories to live on her memories rather than thinking of the future and she knows her fact about the idea of having a baby to say "none of us could have baby" (73).

Displacement is represented in Miss Lucy when she blamed the students for their secret talks. She rebukes the students for their dreams about being actors, and traveling to America. "None of you will go to America, none of you will be a film star and none of you will be working in a supermarket" (81). Miss Lucy used to be a very gentle with the students even she was described of being very respected but why she acts like that? Freud said about displacement is that, it underlies the phenomena of phobia (Vaillant 17).

Miss Lucy believes the other guardians in the school tend to hide or smooth over the realities of a clone's life, and she reveals what is inside her to those students as a phobia from the idea of donation. She believes that the guardians are not honest enough with the students about their futures. Her frustration often results in odd behavior, including visible flashes of anger. Despite of grim reality of the truth that Miss Lucy tells the students but it represents nothing to those students and everything soon comes to be forgotten. Kathy remembers Miss Lucy's attitude to be nothing worth mentioning and she keeps living her life freely to say, "We did not think about poor Miss Lucy" (89). What she means here is that Kathy does not care about her future despite Miss Lucy's harsh words and she protects herself with repression.

In one of the most surprising issue in the novel is when Kathy finds her missed tape that carries the name of the novel *Never let me Go* after being missed for long time. Her friend Tommy surprises her to find that tape. At first, Kathy does not show any interest about memories of her to say, "It's really annoying but I couldn't remember what it was called" (170). Kathy represses her memory into darkness and she would not remember anything from past but soon everything comes to be concealed to her. Kathy's memories are the only thing she treasures from as it is mentioned before on page 77 in the novel, but why she forgets about that tape? Repression consists of withholding or expulsion of an idea or affect from ego and this is represented in repression

feel (Freud 164). That is why Kathy forget about that tape. May be Kathy does not want to remember that specific infantile phase of her life when Madame sees her dancing with a pillow by listening to *never let me go* song. But later on, Kathy feels happy when she finds her tape to remember her memories when she says "and that song – back again. Even then it was mainly a nostalgia thing, if I happen to get the tape out and look at it, it brings back memories of that afternoon in Norfolk every bit as much as it does our Hailsham days" (173). Feeling of repression comes to be inverted into regression in Kathy and she feels happy to look back at her past and forget the coming days relentlessly, irrespective of that infantile situation with Madame. The novel keeps going in recalling the nice reminiscences that let all the students away from thinking of the future according to Freud's psychoanalytic study.

At the end of the story, Kathy will never forget anything despite the grim reality of her life, including her dear friends. In one of the most passionate words Kathy says, "I lost Ruth, then I lost Tommy, but I won't lose my memories of them" (286). Her memories are the key role of letting her be strong and accepting the fate she has lived in according to self-denial mechanisms in that boarding school. Kathy praises her memories again to say "It's like with my memories of Tommy and Ruth. Once I'm able to have quieter life, in whichever center they send me to, I'll have Hailsham with me, safely in my head, and that'll be something no one can take away" (287). From this quotation, Kathy makes sure again the future has no meaning to her as if she wants to tell us what lovely memories keeps us alive away from life's misery.

### Conclusion

Sigmund Freud's study of self-defense mechanisms came from analyzing conscious and unconscious that handle the stress of social or individuals' situation. Thus, such mechanisms imitate the instinctual past of everyone's reaction toward life. It helps people to protect each other from painful moments and also to protect their sense of self. Kathy and Tommy protect themselves by forgetting the coming days by occupying themselves in recalling the past. Defense changes the way in which we realize reality and to think about ourselves to understand human nature. Defenses are effective because we are unaware of their functioning. This absence of unawareness creates a dilemma. So, the importance of studying mechanisms is to show our inner life that colors our perception of reality as humans. Defense is a counterforce directed against the expression of drives and impulses. The idea here is that defense serves to control or modulates impulses expressions. So, it protects the individual from being overwhelmed by the anxiety that would result from conscious recognition of the unacceptable impulses. So, the concept defense represents a reaction to the external sources of stress as well as our internal forces. As always we say; past is past and it should be forgotten, but in this novel past represents hope of living more and let the future be ignored. Once, Theodore Roosevelt said that "the more you know about the past, the better prepared you are for the future". On the contrary of that adage which says "inhale the future and exhale the past". For Kathy the past is accepted with its anxieties and she is better prepared for the known future that she will face. So, she knows very well how to stick with her past rather than sticking with her future.

The novel tells the reader about the way of dealing with memory and its importance in a chaos world. Freud gives scientific evidences about the process of self-defense mechanism and the way of dealing with them whether in recalling memories or any attitudes from past. Kathy condoles herself by going back to her memories. She keeps the memory of Hailsham long after it has closed, just as she preserves her memories of Tommy and Ruth long after their deaths. The novel's title represents the power of desire to hold on. The phrase "*never let me go*" tells please I don't want to die. Kathy's memories are her way of holding onto everyone and everything she will lose. Kathy's memory is also sometimes fragmented and incomplete but she gives the reader everything about appreciating memories. Her narrative is a process of recovery and an attempt to forget the future. Her first person narrative-style as a narrator also shows the absence of other characters' memories but she understands each of them and writes about them in detail. At last, memories are precious; we have to learn from whether they are bad or good.

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