

# ***“Don’t Forget”***

## **Easy Exercises for a Better Memory**

Danielle Lapp

(Addison Wesley Publishing Co. 1995)

Summary by Bob Littell, Chief NetWeaver

### **Foreward** – Why I believe this work is so significant – **Bob Littell**

I don’t mean to sound like a ‘**stuck record**’ (for those old enough to remember when we only had phonograph records) repeating why I continually stress the importance of ‘**following up**’ and ‘**following through**’, and the difference between the two terms, but **forgetting to do** one or both, is in my opinion one of the Achilles heels for many people in holding them back from true success. . .in any field.

So once again the “***Don’t Need to Read the Book***” book club is coming to your rescue with a terrific book by Danielle Lapp – “***Don’t Forget – Easy Exercises for a Better Memory***”. And in addition to helping you with your current business and career success, studies continue to show that the best way to maintain your memory and your mental faculties well into the 4th quarter of your life is by using exercises designed to help you remember better.

Remembering ‘**people whom you meet**’ allows you to be able to connect them with someone whom they would benefit meeting and knowing. A good memory enables you as a skilled NetWeaver to catalogue these potential connections as well as ‘**resources**’ you come across with which you could provide them – **enriching connections** and **enhancing your own reputation**.

Finally, developing a better memory is guaranteed to help you better **survive** and even **prosper** during these challenging times we’re experiencing and this book will definitely help you do both.

**Unlike other books I’ve reviewed, the interactive sessions we will be holding at the actual in-person breakout sessions, are designed to help raise your appreciation for these exercises outlined in the book. They will hopefully entice you to go back occasionally and review many of them to see how you’ve progressed.**

### **Preface**

So you don’t think that this book is based upon gimmicks and half-baked theories, note that the Preface was written by Jerome Yesavage, MD, Professor of Psychiatry and Behavioral Sciences at Stanford University’s School of Medicine.

*“The techniques in this book are based on scientific studies done with members of the Department of Psychiatry and Behavioral Sciences of the Stanford*

*University School of Medicine. These studies have documented the fact that the techniques work. A reasonable amount of interest paid to Mrs. Lapp's ideas will be repaid tenfold by improved concentration and memory capacity. I hope you will catch her enthusiasm for this material, enjoy doing the exercises, and rapidly make progress in improving your memory."*

## **A Second Preface - by Danielle Lapp**

Mrs. Lapp promises that, *"all it takes to guarantee success is curiosity and the will to try a specific method which has proved to be of value. This book is the result of 8 years of experience teaching memory training to people above 55 years of age. Whether you are in this age group or younger, you can benefit from it because of its approach. It follows the natural way memory works, from **perception** and **emotion** to **selective attention** to **analytical organized thinking**."*

And you may end up concluding as I have, that the most important thing you will derive from reading this summary, and hopefully the book as well, is that taking the time and making the effort to properly '**record**' whatever it is which you select to be worthy of remembering, is perhaps the real key to success. The explanation of why this works, combined with the exercises, will help you realize why studying it will pay you back tenfold, just as Dr. Yesavage promised in his Preface.

The book is divided into 3 sections which address these 3 critical questions:

- 1. What gets in the way of memory?**
- 2. How can attention be improved?**
- 3. How can memory systems (mnemonics) be explained in a practical simple form?**

### **Part I - "Clearing the Way to Concentration"**

- How memory works?
- What prevents it from functioning normally?
- How you can easily remove these obstacles

### **Part II – "Improving Concentration"**

- How to become more observant and selective in what you choose to remember
- How to make sure you are getting a good recording of what you choose to remember

### **Part III – "Improving Organization"**

- How prompt recall which is the biggest problem at any age, but more so as people get older.

There's that movie title you can't remember, or the name of that restaurant at which you just ate last week, etc. etc. Here's a key point Mrs. Lapp makes:

*“By the end of the concentration training, you will feel better about your memory because you will be making conscious recordings of what you want to remember. You will have noticed that most memory problems are **not** retention problems but **attention** problems.”*

*“Finally, whenever you forget something, **you will understand why and will more readily accept the imperfections of human memory.**”*

## **Introduction**

The author suggests that as you read the book, you should read the Quick Review at the end of each chapter; do the exercises that follow the text, and that you might actually keep a diary to record your progress.

I'll try and point out the most important parts of the material from most of the chapters, and then during our in-person interactive smaller breakout sections, I'll try and give you a flavor of the exercises which are included at the end of each chapter.

There are a series of Memory and Mood Tests in the Introduction section which are designed to help you identify the source of your greatest '**memory deficiencies**'. Is it

- **Your Attention Digit Span** – begins with 3 numbers in a line; then 4 numbers; then 5; then 6 and you try and remember them all.
- Do you have trouble when someone tells you a telephone number . . . remembering it - even after just hearing it?
  - i. For phone numbers, try a technique I invented: 1) acknowledge the area code but don't focus on it; say the first 3 numbers out loud, but **really focus your greatest attention** on the last 4 digits. See if you don't find it easier to be able to recall all 8 numbers. I'm not sure exactly why this works but it's made a big difference for me and I've suggested it to several others and they've found the same thing to be true.
- **Attention Test: Scanning** – Here is a page with letters scattered all over the page. You are then asked to take 30 seconds and draw a line through all the Z's you can find. Scanning has always been one of my strengths and I found 18 out of 19 within the 30 seconds allotted.
- **Visual Memory: Recognition of Abstract Figures** - Here you were given four abstract figures in four separate squares and after 30 seconds you were instructed to look at the following 8 squares and identify which ones were the exact matches of one of the 4 squares you had previously seen.

- **Visual Memory: Imagery** – Here you were given 9 letters which appeared just as below:

Give yourself 30 seconds studying the letters, and then try to remember them just as they appear on the page:

O R D  
K N S  
L C A

Could you write them down?

Could you visualize the letters if you arranged them in an **X** (diagonal order)?

Did you visualize them?

How did analyze them?

- **Faces and Names** – She gives you twelve pictures of faces with the person's name under each one. You're instructed to look at one picture at a time – taking 1 minute on each. You are supposed to cover all the other pictures so that you're only concentrating on the one picture and name at a time.

- **Lists** - She gives you a list of 20 words and you are to study the list for 3 minutes. You are to wait for 2 minutes before writing the words down. Special score if you remember the words in sequence order.

- |              |              |           |               |
|--------------|--------------|-----------|---------------|
| 1. House     | 6. Wagon     | 11. Lamp  | 16. Policeman |
| 2. Rifle     | 7. Telephone | 12. Train | 17. Tie       |
| 3. Chipmunk  | 8. Dog       | 13. Towel | 18. Ivy       |
| 4. Elbow     | 9. Shirt     | 14. Bee   | 19. Toes      |
| 5. Wisecrack | 10. Tomato   | 15. Cow   | 20. Bridge    |

- **Reading Retention** - The author gives you a paragraph to read and after you finish you are instructed to turn the page and write down everything you can remember on a piece of paper.

- **Mood Measure** – Here the author writes down a series of questions which are all aimed at identifying whether you are a mostly positive or negative (even depressed) person. This definitely impacts your ability to memorize and recall.

- **Visual Memory Test** – Put 15 objects of general nature (bottle, book, vase, etc.) on a table. Ask a friend to help. Cover them with a cloth and then one-by-one uncover one at a time and study it for 5 seconds.

- i. Name as many objects as you can remember
- ii. How many objects were there?

- iii. Describe each object. What color was it? What texture did it have?
- iv. Where was the object placed on the table?

One of the main purposes of this quiz is to identify:

- if your memory weakness indicates a **lack of attention** which should encourage you to spend as much time as possible on the **attention** and **concentration** exercises I'll be summarizing.
- or
- if your memory weakness was more about **retention** and your **memory** in general. That would lead you to focus more on the exercises helping you master **specific memory techniques**.

## Part 1 – Clearing the Way to Concentration

### Chapter 1 - A Few Facts about Memory

*“You will gain control of your memory as you learn how to **ensure a proper recording** in your mind of what you want to remember. In order to facilitate recall, you will use everything you have at your disposal: Your **senses**, your **intellect** (organizational skills), and your **imagination**. In doing so, you will improve your **attention**, which often at fault.”*

*“What prompts a person to do something is a system of reinforcements or rewards, since anything one undertakes requires effort.”*

In the absence of concerted efforts on our part, we usually **subconsciously** decide if something is worth remembering or not. As Lapp points out, it really helps if there is a **‘need’** or **‘interest’** which then brings about the **‘motivation’** to pay attention and concentrate. Lapp defines **‘concentration’** as **‘sustained attention’** and without it, there can be no sure recording of memories. How **efficiently one can concentrate** plays a big role. Equally important is **what the mind does in this ideal state of concentration**. **Organization is the ultimate requirement** for a good memory.

NEED  
or  
INTEREST → MOTIVATION → ATTENTION → CONCENTRATION → ORGANIZATION

*“Forgetting occurs whenever this chain is broken. When new things come along that seem more important at the moment, they monopolize our attention, and the rest fades into the background. As circumstances in life bring them back again, we remember. Forgetting is part of the mechanism of memory. It is necessary to forget many things momentarily in order to attend to what we are doing.”*

Referring to the ‘memory chain’, the author points out the three potential cause of breakage in the links:

- 1) lack of need, interest, or motivation; 2) lack of attention or concentration; 3) lack of organization.

*“This explains why ‘anxiety’ and ‘depression’ are the villains most often blamed for memory problems – we lose interest and motivation, making it difficult or impossible to sustain attention. And without concentration, we cannot hope to organize our thoughts for efficient recall.”*

Here are common situations that the Lapp cites as causes of memory lapses:

- when rushed
- when distracted
- when emotions run high or low (elation or depression)
- when habit prevails
- when anxious
- when interrupted
- when self-absorbed
- when tired or drowsy (drugs)
- when in familiar surroundings
- when you cannot make sense of the message
- when under stress or pressure
- when interferences or digressions occur
- when your resistance is down
- when making automatic gestures

Think of situations in your own circumstances when any of these have been present and you probably can see why your memory failed you. The only one I don’t understand is ‘when you’re in familiar surroundings’. Why do you think this is the case and can you cite a situation where this has happened to you?

Since in my own situation, I believe that my failings in memory are largely due to my ‘Type A’ personality, the most helpful part of the book was in helping me realize that MY major flaw is in improperly or inadequately ‘RECORDING’ information.

Lapp points out that there are several components of proper ‘**recording**’:

- 1) *the equipment must be in good working condition;*
- 2) *you need to be aware of and check all sources of interference that are likely to blur your recording and make it hard to decode – eliminating all thoughts not connected to what you want to remember.*
- 3) *You need to use association – forming a mnemonic – easy to remember: CIA for concentration, image, and association.*

***Another way I like to say it is that you must use your intellect, your imagination, and your organizational skills in order to truly make things ‘memorable’.***

***Concentration is the key to memorization. You must focus your attention on what you want to record and spend the necessary time and effort.***

*As you develop a ‘**photographic memory**’, this should result in a clear image, or a concrete representation of what you want to store in your memory recorder. To form this image, you will use your sensory perceptions to their fullest.*

I really like what she says about this:

- *Too often we **see***
- *but do not **look** ,[we] **feel** without being **aware** of it, [we] **hear** casually without **listening**. By paying attention, you will ensure that all your channels, sensory and intellectual, are open and active.*

Ok, now you've '**recorded**' the information *intelligently* and *correctly* with your full attention and in the proper frame of mind (Lapp –“*the clearer the recording, the easier the recall*”), now, **How do you recall it?**

From Lapp, here are some very interesting conclusions and in my opinion, the key to understanding much of the ability to recall, once you have recorded correctly:

*“When you see, hear, taste, smell, or touch something and are reminded of something else (a place, a person, or a mood), you have responded to a stimulus. This stimulus-response mechanism **prompts recall without voluntary effort**, with one impression triggering the next in a domino effect. You can gain control of your recall mechanisms **by voluntarily defining the stimulus and reinforcing it** with specific techniques.”*

Here are the two key mechanisms to augment the retrieval process which Lapp explains and she calls them the most difficult part of remembering. Why? *“**First, they guarantee a deep recording into long-term memory and secondly, they act as cues prompting recall.**”*

- **Image-forming**
- **Association**

I'm skipping **Chapter Two – “How Memory Works”** – my feeling here is to recommend that you do buy and read the book because here's what's included:

- How and why people remember? (Page 26) – **Physiological Models**
- **Neurochemical Models and Electrophysiological Models** (Page 27)
- **Psychological Models** - how people process information differently and how this effects stimulus-response.

I'm also skipping **Chapter Three – “Memory, Aging, and Mental Attitudes”** – As Dr. Lapp's and other's research points out, *“Given unlimited time to answer older people up to age 70 perform just as well on most IQ tests. They have little trouble with recognition tests such as multiple choice, but they have difficulties recalling the answers without a prompter, as in fill-in tests.”*

**I'm only 62, and this certainly is somewhat already true in my own case. Why should I want to be reminded of this? That's why I'm skipping it.**

She does point out that on the good side, as we age, “*the changes in the mind are less dramatic than those in the body and may be so gradual that they are not perceived as a problem.*”

*As we age, we DO have a shorter attention span; more sensitivity to interference and multi-tasking* although I still pride myself in being good at this.

But something which is true in almost all cases is that, “*our memory function decreases by 20 to 40 percent with age. Some of the wide range of difference. . is genetic but they are showing that “. . freeing the mind to think more efficiently is the first goal of memory training.*”

**Chapter Four – “Relaxation”** – Back in the mid-80’s, living in Dallas, TX, my wife and I went through a Transcendental Meditation course. Looking back, I believe it is consistent with all of the classic relaxation theories and techniques. And in spite of learning a secret ‘**mantra**’ which you were instructed to focus upon and whenever your mind began to wander, you returned to that mantra, I have discovered that doing the same for one of my most relaxing settings is even more powerful.

Someone with whom I shared a small office back in the 1970’s, and with whom I became best friends, also shared a love for hiking. One early spring weekend in the Colorado Rockies, we took a day hike which led us to the base of a mountain for what would have been a fairly steep ascent, taking us across what we knew was a shale cropping which would have made for slippery footing and a long climb.

We spotted what looked to a ‘**chimney**’ so that when we looked up, we could see sunlight and we decided to see if we could short-circuit the climb by going almost straight up. At place it was very tight and a little dangerous but when after more than an hour of climbing, we popped out at the top, it was closest thing I can ever remember to the scene from “**The Sound of Music**” – ‘*the hills are alive*’, etc.

Today, I can close my eyes and I’m there. The exhilaration from the climb and the excitement of having made it . The beautiful scenery with all the wild flowers just coming out and the smells from their fragrance and just the smell of the pure mountain air, We stretched out on the ground between rocks which formed a cushioned bed. The sounds and sensations of the cool breeze blew across our sweaty backs from our strenuous ascent. I really wish I had eaten one of the wild flowers so that I could have experienced every single one of the 5 senses (sight, smell, hearing, touch, and taste).

Perhaps the second most important conclusion which this book helped me recognize – after my inability to properly ‘**record**’ information in order to better retain it - was not being aware of the importance of being in a ‘**relaxed state of mind**’ in order for something I wanted to remember to become stickier.

One of the most famous experts known for his extraordinary memories – Professor Aitken – “*I discovered that the further I proceeded, the more I needed relaxation, not concentration as ordinarily understood. At first one might have to concentrate, but as soon as possible one should **relax.***”

We'll do one of these '**relaxation**' exercises at the start of the second of our two breakout sessions and see if it makes a difference.

## **Part 2 – Improving Concentration**

### **Chapter 5 - Imagery and Visualization**

This chapter is important in that it really explains in plain terms the wonder of our unique capability as human beings to **imagine** and to **visualize** abstract concepts:

*“Each time we call on imagery to visualize a scene from the past, we erase the sense of time from our consciousness and enjoy the eternal present of living memories. Whether it is to **stimulate recall** or to **ensure long-term recording**, one of the most precious ingredients in memory is the ability to think in terms of images, that is, to **visualize what is perceived**. Images have a concrete quality which gets the message across immediately and clearly. In order to remember abstract concepts, we must '**bring them home**,' that is, work them into a context, or a frame of reference. Only then do we relate them our lives and understand their relevance.”*

As Lapp points out, “*Images expressed in language, which are called metaphors, explain ideas in a direct way.*” – “A picture is worth a thousand words”.

One of the many ‘aha’s’ in this section came to me when she explained the difference between the Western mind and how imagery plays a different role in the context of Japanese where there is no alphabet. Instead, . . . *there are a series of signs which people have to visualize first and conceptualize later. Also, the philosophy of life in Japan is more relaxed, more susceptible to mood, signs, and ritual. What is said is less important than the way one says it. Form has an importance which goes beyond the functional.*

To distinguish between imagery that is concrete versus abstract, Lapp asks the reader to imagine and visualize three different situations:

- a cat licking its paw
- tension in the city
- sadness at home

The first one is easy, but the second one is more difficult: “*You have to look for one [an image], using your imagination in order to translate tension into, say, the tense faces of harried New Yorkers hurrying through the streets of the city.*”

The 3<sup>rd</sup> one, although abstract. . . *is easier because it relates to the familiar ‘home’ each of us can visualize immediately.*”

So why is '**imagery**' so important for memory? Lapp says, “*Using your imagination is a must for developing your ability to visualize. Psychologists have studied*

*the mental processes of people with extraordinary memories and have found that most of them are gifted with a **photographic memory which takes pictures of every stimulus perceived by the brain.***”

Lapp points out that we all have this to a certain degree **as a child since we learn first through our senses**, but most of us as we grow up, “. . .**switch modes and become more intellectually oriented.** Those who have an extraordinary memory maintain this sensory ability throughout their lives. We can train children so that they do not lose it, and we can train ourselves to regain it. Imagination plays a big role in the formation of images. Use your freely.”

To visualize something is natural for us: “*To visualize is to recreate in your mind a picture of an object you have seen or imagined in the past. . . .When we visualize something, we project on the screen of our minds the image of an object as we perceived it. . . .In order to get a clear mental picture of something, you must close your eyes and, while relaxing, try to focus on the image you have assimilated. It will be the result of your personal observation and will include detailed information on **shape, size, color, texture, mood, and so forth.** At this moment your mind is active, not passive, and you are recording the memory you have chosen to store.*”

In the previous chapter, I already cited a relaxation technique which uses ‘**visualization**’. “*Visualization has been used for centuries by philosophers and mystics eager to attain peace of mind. They simply recreated in their minds an ideal picture which they associated with serenity. As they focused all their attention on this image, they noticed that they felt relaxed and in tune with their senses.*”

“**Images which contain emotions and personal references stick better.**” Which vacations or trips which you’ve taken do you recall most clearly – the one where everything was pleasant. . .no surprises. . .or the one where your hotel was flooded. . .or how about where you were when Kennedy or Martin Luther King was assassinated or on 9/11.?

There are some great ‘**visualization**’ exercises at the end of this chapter and we’ll do a couple of them at our in-person gathering. One point the author makes though is important: “**Some people are predominantly visual, while others are predominantly verbal.**” Therefore recognize which you are so that for some, it may take a little more work than for those who are naturally visual.

## **Chapter 6 - Sensory Awareness**

As Lapp stresses, “*We perceive the world through our senses **before** our minds start to process the information and store it in our memory banks. Through our senses we intercept thousands of stimuli which trigger in us several kinds of reactions, both emotional and intellectual. When we become aware of them, we are helping our memory. **While making a note of what we perceive, we are controlling the recording process.***”

**One of the author’s admitted aims in her book is** “*to make you rediscover your senses the way you experienced them as a child but with the awareness of an adult. Once you learned how to relate to the world through feeling, touch, sound, and image. It was a*

*powerful way of remembering a lot of information in a short period of time.” . . . ”**Abstraction does not exist yet for them, only pure sensation.** As we mature, we tend to consider sensations as abstract – because they are difficult to define, I guess.”*

*“This chapter will include exercises on sensory awareness which will make you realize that the senses are the best allies in helping you remember. Trust them, and your memory will improve.”*

As I pointed out in the first section which talked about relaxation and I related my story about my Colorado hiking experience which was a case of sensory overload and that was what made it so memorable. Lapp concurs: *“The more sensor perceptions that are involved, the more likely it is that you will remember something or someone.”*

Lapp describes the different senses and how they relate to memory:

**Auditory memory** – one of the oldest techniques makes use of the rhythm and rhyme of speech and as she points out, it’s with us everyday in the form of catchy advertising jingles: Remember Timex - *“Takes a lickin. . .and keeps on tickin”* What’s one you remember? 40% of the population is predominantly **‘verbal’** and they *“are more sensitive to words, rhymes, and sounds”*.

As an experiment, Lapp suggests you make a list of 6 items for the grocery store but for only 3 of them, make up some silly rhyme or limerick. Then see if you don’t have a much easier time remembering the ones for which you made up the rhyme.

**Kinesthetic memory** – **“Muscle memory”** Although playing a musical instrument is an obvious example, emotions can be tied in with any movement. Lapp say, *“For example, if you are trying to remember a key, use your body and muscles to develop a kinetic image by turning a large imaginary key in a lock.”*

**Visual memory** – *“also called photographic memory”*. Most people (60%) are predominantly visual, although few have developed this skill to the utmost. *“Mnemonists – people with extraordinary memories use their visual memory system in all contexts of their lives. They have devised their own memory systems based on image association.”*

## **Chapter 7 - Selective Attention**

Lapp defines **‘selective attention’** as *“the ability to be attentive to whatever you select to concentrate on.”* In being **‘selective’**, Lapp suggests you should focus on **‘differences’** rather than on **‘common characteristics’**. That could be a unique color of hair or an oversized nose, a particular style of glasses. *“Focus on one thing at a time, narrowing your selection to what you find most striking.”*

*“As we grow older, this [selective attention] becomes more difficult to achieve because we lose some of the ability to select the sensation we consider most important. We tend to give equal attention to everything and are more easily distracted. When this is combined with an inability to relax under stress and a reduced ability to form detailed, accurate sensory impressions, attention and concentration may become impaired.”*

In line with selective attention, Lapp points out that to improve our memory of something, we should pay attention to “*how we perceive it*” – our ‘*emotional awareness*’ referring back to what she talked about in ‘*sensory awareness*’ – *How* would it makes us feel? How would it smell or taste?

Lapp quotes Professor Gordon Bower of Stanford who has done extensive research on mood and memory, “*Your mood has a direct effect on which information you bring to mind to make a judgment. . .Memory seems mood dependent; if the mood is negative, there is a high availability of negative memories,*”

Turning from ‘**emotional awareness**’ to ‘**rational awareness**’ in which the intellect and reason rather than emotion dominates, Lapp offers a step-by-step process for looking at a picture in order to maximize recall: 1) Look at the whole picture identify its subject or topic – the essential message; 2) Notice the structure of the picture- colors, background, foreground, exact location of main subject; 3) Select the significant elements that give you specific information about the message. Zoom in on the details.

*“If you combine all your resources using your senses, emotions, and your intellect, you will achieve maximum control over the recording process. Efficient recording is the key to good recall. It is up to you to decide what you want to remember. As soon as you have made this basic selection, follow the above steps and proceed from emotional toward rational awareness.”*

## **Part 3 – Improving Organization**

### **Chapter 8 - Association Techniques**

This chapter focuses on techniques which can be applied using all of the information provided in the first two parts of the book.

At this point, I will just point out a few things from each chapter but will give page references for a more detailed reading – hopefully thus inspiring you to buy the book and read it in its entirety.

In learning to memorize lists, first an analysis the elements in the list from several different angles: 1) **Analogical thinking** – analogies – resemblances to other objects or characteristics; 2) **Differential thinking** – stressing differences – remembering Mr. Black’s name because of his white hair; 3) **Categorical thinking** – groupings – shoes and socks, glass and bottle.

Do the exercise on page 131 in which you create a 10-item shopping list and errands you need to do: cobbler, nuts, bread, bank, asparagus, hairdresser, lettuce, scissors, bananas, and mail.

The approach which has proven to be of greatest benefit to me is done by ‘**combining a story**’ with the techniques of **analyzing first** – then **creating and organizing associations and categories** – sometimes including ‘emotions’. . .other cases without them. Try using this on the list above.

## **Chapter 9 - Memorizing Names and Faces**

Probably many of the people reading this are most interested in applying these techniques so as to be able to remember people's names and possibly faces better. You hear people say, "*I never forget a face*", but in fact, we do forget both.

It shouldn't come as any surprise that everything you have learned up to this point will help you so here's the process: 1) analyze the person's face and become aware of what is **striking in the face** as well as **in the name** – you connect the dominant feature of the face with a '*name transformation*'. The face part is relatively easy because it's concrete and you can focus on anything from shape of face, hair, forehead, nose, chin, skin, etc. Focus on only ONE dominant feature. It's the *name transformation* and then linking it with the dominant feature of the face which is the more difficult challenge.

Lapp suggests you "*look for meaning in names. Your goal is to find a concrete meaning to the name... The **abstract** name should become **concrete**.*"

One way the author gives is to repeat the name aloud to yourself until it rings a bell and you come up with a sound association: Klein sounds like 'climb'... Barclay can be easily transformed into a 'bar of clay'. "***We end up with two clear images that we can 'visualize' as one: 1) the dominant feature and 2) the name transformation.***"

With common names, it can be more difficult and frustrating but with practice, the author guarantees improvement and I now agree.

Refer to page 151 for an exercise on Meeting People for the first time applying all the techniques to date.

## **Chapter 10 - First Things First – How to Remember a List in Order**

You may already be aware of this technique and I can remember attending more than one 'memory' talk which used it. First you develop a set of locations or even more specific, an item within a location. So you might start with your car, then your driveway; then your garage door; then your garage, then your front porch, then your front door, etc.

Then you would create an image and association with each so if the first item on your list was to go to the bank, you might imagine the drive-up window of the bank associated with driving your '**car**' into the '**driveway**' of the bank

In preparation for our session, try to come to the session with a list of 25 pre-memorized locations and/or items within that location similar to what I've described above. Write each of them out and apply the principles from the book to each one.

On page 168 is a list you should read which are "**Mistakes to Avoid**".

## **Chapter 11 - Reading for Keeps**

The major lesson to be learned here is to retrain yourself in the way you read to include ‘**imagery**’.

But for those who really want to improve their reading memory skills, read “*The SQ3R Method: A Learning Strategy for Serious Reading*” which was used during WWII to train people to acquire study skills quickly, read pages 194 – 196.

## **Chapter 12 - Numbers**

Apply everything you’ve learned and then add “**chunking**” which involves splitting the thing to be remember into several sections. Remember my earlier tip on how I find that by splitting up a phone number and focusing on the last four numbers allows you to remember all 8 and it seems to work for me and others.

Other suggestions Lapp has include: replacing an abstraction with a concrete image; making an image association using visualization; weaving a context by creating a little story around the association.

## **Chapter 13 – Foreign Languages**

*Visualization, sensory awareness, selective attention, image association, and weaving a story in a context can all be applied to learning a foreign language.*

Pages 211-221

## **Chapter 14 – Absentmindedness**

Usually just caused by lack of focus and single-mindedness of purpose. All the skill sets learned can help. Remember the old saying, ‘stop, look, and listen’.

Pages 222 - 237

## **Chapter 15 – Helping Children to Develop Their Memory**

*Memory follows an ascending curve during the learning years, from birth up to approximately the age of 25. Then, for most people, it remains at the same level (with slight oscillations due to the life changes mentioned in earlier chapters) until a marked decline that parallels metabolic changes in the later years.*

*The more you interact with children, the better and faster they develop.*

Pages 238 – 253.