

Improve Exam Results IN 30 DAYS

*Memory Enhancement
Techniques for All Students*



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HARRY LORAYNE

Thorsons

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CHAPTER 1

Toward Eliminating Study Panic

I know that the last thing you need is another book! There is, however, a world of difference between this book and all your others. This book will enable you to stop forgetting – to *know facts* that are in other books so that you may not have to carry around those books at all. I'm not talking about mundane things like forgetting to close the door, forgetting where you put your favourite pen, forgetting to make a promised phone call. I'm not talking about *just* forgetting. I want you to realize that *memory is knowledge*.

Memory is the stepping-stone to thinking, because without remembering facts, you cannot think, conceptualize, reason, make decisions, create, or contribute. **There is no learning without memory.** Be aware of that. I'm assuming you are aware of it – otherwise, you wouldn't be reading this book right now. There simply is no learning without memory. (An extreme example: you couldn't read this if you forgot your ABCs and the sounds made by those letters!) This particular book will teach you systems of memory that are easy and fun to learn and easy and fun to apply. They will be useful to you, not only for academics, but for the rest of your life.

These easy-to-learn systems will enable you to remember anything you want to remember in less than half the time it takes you now, retain it for as long as you like, and retrieve it whenever you need it. This means that you'll spend *less* time in order to know *more*, freeing up much time for you. People have doubled or tripled their test scores and their grades using the systems taught in this book. Applying them will make life much easier for you, and will enable you to learn/remember facts when you hear or read them *the first time* – in or out of the classroom.

In an article in the *New York Times*, William J. Warren says that 'private tutoring ... appears to be used increasingly as a tool ... to squeeze out as much of an edge as possible in the competition for admission to college'. Parents are urging their children to get better grades, to turn their good transcripts into great ones. In the same article, Judith Langer, Professor of Education at the State University of New York at Albany, is quoted as saying, 'B students are [in tutorial services] to become A students, and A students to become A+ students. There's greater stress among the middle class to be part of the upper class. Getting your child into a good college is part of that process'.

That's what this book is all about – giving you that extra push, that extra edge. And you won't have to 'cram' for hours every day in order to have it. You won't need tutoring; you'll know your work right away, when you originally hear it or read it, when you first study it. You won't have to cram at all.

Doing what you're doing right now – reading – is all you need to be able to do in order to learn and apply my systems of trained memory. This is not the kind of book to skim. You have to *read* it. Take the tests, do everything I tell you to do. I want you to be actively involved; I want you to answer questions, fill in blanks – *amaze* yourself.

And although I'm speaking primarily to school and college-level students, that does not mean that the techniques and systems aren't a great help to younger students; of course they are. They're a greater help than you can possibly imagine. Learning the multiplication tables, for example, is an excellent application. So, if you know a primary or middle-school youngster, help him or her to learn these methods. What a marvellous way to start someone on the road to success!

With few exceptions, all memory work in school and college falls into three main categories: numbers; numbers in conjunction with names, words, or events; and reading material, which includes vocabulary and terminology. The techniques you'll learn are easily applied to these categories, and to the exceptions as well.

So, let's stop kidding around – you *know* that the better your

memory is, the better your grades will be. All knowledge is based on memory; there cannot be one without the other.

You'll soon start to remember as you never have before, as you never dreamed possible. No, no – not a 'better' memory, not an 'improved' memory – but a memory you *never dreamed possible*. I wouldn't waste your time, or mine, for just 'better' or 'improved'.

- MEMORY: LEARNING:** (a) understanding:knowledge;
 (b) knowledge:scholastic success; (c) memory:knowledge;
 (d) understanding:memory; (e) learning:knowledge;
 (f) understanding:learning

The above paragraph is a question of the kind found in many tests including the American SAT (Scholastic Aptitude Test) and other tests of similar nature – achievement tests, the PSAT (Preliminary Scholastic Aptitude Test), the GMAT (Graduate Management Achievement Test), the LSAT (for law school), and so forth. What you have to do is find what the closest 'something' is to 'something' as 'memory' is to 'learning'.

Tutorial books suggest that you form a logical sentence that includes the two capitalized words, then repeat that same sentence, substituting the other possible choices. The pair of choices that fits – that makes sense – is the correct answer. *The Princeton Review* is highly rated in the school tutoring area; it also suggests that you first eliminate the obviously incorrect choices.

I threw you a curve with the above example – because you'll be hard put to find an *obviously* incorrect pair of choices. A logical sentence including the two capitalized words might be 'Without MEMORY there is little LEARNING.' Well, all six choices will 'work'. Think about them: without understanding there is little knowledge; without knowledge there is little scholastic success; without memory there is little knowledge; without understanding there is little memory; without learning there is little knowledge; without understanding there is little learning.

There are slight shades of difference, perhaps, but, generally speaking, they do all 'work'. A student wants, *needs*, good scores on these tests in order to help him or her get into the school of

choice; and 'choice' colleges can accept only 25 to 35 per cent of those who apply for admission.

I became involved with memory training when I was at school. When I brought home a test paper with a low grade, my father punished me severely. So I had terrific motivation – *fear*. I soon realized that knowing the answers to the questions asked in those early school days had nothing to do with 'smarts'. If the question was 'What's the capital of Maryland?' you either *remembered* that it's Annapolis, or you didn't. (Things haven't changed *too much*!)

I didn't have much patience for, or interest in, rote memory. So I looked for books on memory training. I found some dating back to the seventeenth century. I didn't understand 99 per cent of the material (I was 11 years old!). But the 1 per cent I did understand changed my life! And it will change yours. I twisted, manipulated, and invented (without realizing it) until the bits and pieces I'd found solved my personal memory (schoolwork) problems. I've invented, moulded, streamlined through the years so that now I can show you how to solve *any* memory or study problem.

Man is the only animal that can laugh, blush, and remember. You already *have* 'memory' ability, so I won't give you anything new; what I'll give you is a way to use what you already have in an entirely different, imaginative, creative, workable, fun way – and a way to reach the highest possible plateau.

Just memorizing something may not be precisely the same – nor as good or satisfying – as learning or knowing it. We're into semantics, 'shadings', here. To me, the words 'know', 'learn', and 'remember' are synonyms. Memory *is* knowledge; those are two magnets that cannot be separated. I'm not suggesting that memory is a substitute for understanding, application, or experience. But it surely is the most direct avenue to those desirable conditions and surely is the most important part of them.

I interviewed Looy Simonoff, Associate Professor of Mathematics at the University of Las Vegas, and, on this point, he said: 'Reasoning is reasoning about something. The "something" is in the memory. And you won't understand something later if you don't *memorize* it originally. It's obvious, the more

material in your memory, the more tools you have with which to reason, the more things you have to reason about. *To learn is to remember.*

My memory systems will make your understanding *deeper*, your learning capacity *larger*, your joy of learning *keener*. The thrill, the enjoyment, that goes along with learning will stay with you all your life. I guarantee it – if you start applying the systems as you learn them.

Adam Robinson is the co-author of numerous books, including *Cracking the System: The SAT*, part of a best-selling series of books on how to pass tests. He agrees that students *should* know how to use vocabulary words properly. He also says, 'Oh, but for the SATs, all they *need* in order to pass is to remember as many words and their definitions as possible.' (It's your *memory* that's being tested.)

I'll teach you how to do just that – easily. And as far as understanding goes, Adam Robinson says of my systems:

They will help anybody. Also, your systems help students understand the material. It's not just remembering facts, it's understanding them. As you point out, it's easier to remember something that makes sense than something that doesn't. Many of your systems are designed to help students make sense of material – better retain it, better understand it.

Years ago, some educators pooh-poohed my systems. (Most of those educators are 'in my camp' now.) They screamed that concepts were important, not memory. Now they agree that you'd better remember. Professor Simonoff says, 'What good are concepts if you can't remember them?'

Francee Sugar is an educational therapist/consultant, a Research Associate at Robinson-De Hirsh Reading Clinic (New York City), and a Reading and Learning Consultant for the Fisher-Landau programme at the Dalton School (New York City). She says:

Some teachers feel that if you understand a concept, then you'll be able to retrieve it, reconstruct it. But, a student

might not be able to reconstruct anything if he can't remember it – even if he understands the concept. If he has to start at the very beginning and try to reconstruct something because he can't remember it – well, it's two strikes against him right away. Memory is a terrific tool; it enables you to reason because you can fall back on a foundation of data.

And, adds Adam Robinson: 'Your systems are concepts, Harry. So, of course, they help the student remember concepts. Sure they do.'

What you don't remember, you might as well not have learned.

CHAPTER 2

The Cross of Lorayne

For years, I had to put up with teachers who insisted that memory and methods for remembering were not important. Yet those same teachers, when teaching music in the early grades, *always* helped their students remember/learn the lines of the treble clef (EGBDF) by suggesting that they think of the sentence 'Every Good Boy Does Fine.' And I wonder if there exists a teacher who hasn't at one time or another mentioned to students that it's easy to remember the shape of Italy because it looks like a boot.

Every maths student I've spoken to knows about the acronym FOIL, which is a memory aid for remembering how to attack an algebraic equation: Firsts, Outers, Inners, Lasts. (More on this in the algebra section in Chapter 20.) And I've never met a doctor or a medical student who didn't remember the cranial nerves (Olfactory, Optic, Oculomotor, Trochlear, Trigeminal, Abducens, Facial, Auditory, Glossopharyngeal, Vagus, Accessory, Hypoglossal) by reciting the couplet:

*On Old Olympia's Towering Top
A Finn And German Vault And Hop.*

Professors have helped medical students learn the layers of the scalp by suggesting that the word 'scalp' itself might remind them of Skin, Close connective tissue (cutaneous vessels and nerves), Aponeurosis (epicranial), Loose connective tissue, Pericranium.

Well, what in the world are these ideas if not *methods for remembering and learning*? After you heard that Italy is shaped like a boot, you knew it – it became part of your knowledge. As did the lines of the treble clef once you heard, or *thought*, 'Every Good Boy Does Fine.' Your teachers didn't help you learn other

information this way because they didn't know how. Why else? They knew only the above (perhaps their teachers taught it to them), so they taught it to you. Now, some schools teach my methods, and quite a few colleges make one or another of my books suggested or required reading.

I am interviewed in *Introductory Psychology* by Jonathan L. Freedman. Part of his commentary on my methods: 'Other people, using his techniques, also have great memories ... Harry Lorayne is able to remember vast amounts of information and *can teach others to do so*. It is clear that he uses principles that have been *well documented by psychological research*.' (The italics are mine.)

There are really only three *fundamental* learning skills:

1. Locating the information you need.
2. Remembering the information you locate.
3. Understanding and organizing the information you've located and remembered so that you can *apply* it.

This book is concerned with the large gap between step 1 and step 3. Your teachers help with step 1: they tell you which pages in which books to read and learn (remember). Step 3 usually entails on-the-job training. But the teaching of the basic skill of remembering information is usually ignored. It hasn't always been: Simonides (circa 500 BC) used, taught, and wrote about trained memory systems. Aristotle, Cicero, Plato, and Socrates, among others, taught and used and wrote about the art of memory. Through the mists of time, scholars have improved, enlarged, and used systems of memory. I stand on the shoulders of giants – and there's room for you to stand there with me!

All right, then; I want you to get over that 'hump' of memorizing your schoolwork, that ordinarily boring (to the point of tears), time-consuming drudgery, so that you can more quickly – *amazingly* more quickly – get to the nitty-gritty: the understanding, learning, applying, creating, thinking, reasoning, contributing! And still have more free time than you've ever had before.