

Mnemonic Memory

*A revision of selected material from
"Power and Force" by Welham Clark.*

*Copyright 2006 Collen A'Miketh
All Rights Reserved.*

*No part of this book may be used or reproduced in any manner whatsoever without written
permission except in the case of brief quotations used in critical articles and reviews.
For more information contact Collen at :*

(816) 808-1479

collen@gammygator.com

Table of Contents

Preface	4
Introduction.....	6
Divisions and Rules.....	6
Rules for Linking Ideas	9
Exercise 1.....	10
Exercise 2.....	11
Chapter 2	12
Number Memory.....	12
Number Association Chart	14
How to Use the Number Association Chart	14
A Method for Memorizing Dates.....	15
Exercise 1.....	16
Exercise 2.....	16
Exercise 3.....	16
Exercise 4.....	16
Chapter 3	17
The Prompter Chart.....	17
Prompter Chart.....	18
Example.....	19
Exercise 1.....	20
Exercise 2.....	20
Exercise 3.....	20
Exercise 4.....	20
Exercise 5.....	20
Chapter 4	21
Memory in Reading.....	21
Examples.....	22
Exercise 1.....	25
Exercise 2.....	25
Exercise 3.....	25
Memory in Reading II	25
Remembering Names and Faces.....	26
Geographic Memory.....	26
Chapter 5	28
More Exercises.....	28
Exercise 1.....	28
Exercise 2.....	28
Exercise 3.....	29
Exercise 4.....	29
Exercise 5.....	29
Exercise 6.....	31
Endnotes	32

Preface

The Story

“We need a trunk to store your stuff and replace that wimpy trunk you are using,” my wife occasionally said to me over the years. I finally found the trunk sitting in somebody’s driveway at an estate sale. The fellow who sold it to me seemed agitated as he helped me load it into my truck. Curious, I asked about it. Apparently, it was from World War II and had been used to ship his brother’s personal effects home. His brother had been a Dauntless dive bomber pilot and had been killed in an accident when another Dauntless landed on top of his recently landed plane. I told the gentleman that the trunk was in good hands, that I would take care of it, and that I’d be sure to tell his brother’s story when I could.

A little after I left, I realized I had not asked his brother’s name. I finished a few other errands and then returned to ask after the name. “William Brown” was this pilot’s name and he died on a carrier in the Pacific. I decided that, since I was there... *again*, I should make the most of it and rummage through the stuff in the garage. In it, for a quarter, were some pamphlets on improving memory. A quick glance through the material indicated it was all there and worth at least a quarter. I purchased it and went on my way.

Once home, I leafed through the pamphlets and then entered some key phrases from the material into a web search engine... several web search engines in fact. No hits. Apparently, this was a forgotten text of sorts. Further research led me to conclude that when the John C. Winston Company ceased to exist, this was a part of their portfolio that they no longer cared about or were no longer aware of. A friend of mine suggested that it might even be the 1920 equivalent of a vanity publishing. It appears I may have the only extant copy of these pamphlets.

Thanks to my wife and William Brown for the happy coincidences that brought this material into my possession... and a rather large, solidly built trunk that will in all likelihood outlive any potential grandchildren.

The Intent of this New Version

It is amazing how language can change over a 73 year period. Welham’s approach, tone, attitude, and language are clearly a product of a bygone age. Rather than reproduce Welham’s original system in its entirety, I decided to rewrite the salient information and update the exercises while dropping entire sections that were not relevant to improving memory and rewording much of the salesmanlike text that intersperses (plagues might be a better word) the course.

This system is great for “learning the ropes” and learning how to build our “mental muscles” and the information I extrapolated from the original pamphlets is included with an eye to providing the student with the “basics” for improving their memory while keeping the information open ended enough that it could be used in tandem with, possibly as a springboard to, other memory systems available.

Like anything worth doing this takes work and practice. Once you start keep at it.

Good Luck
Collen

Chapter 1

Introduction

Welham Clark's original course is divided into 16 sections. Section I was an annoying advertisement for the course and how great the course was. I've dropped it in this document. Instead, I start with material from Section II, originally entitled "Divisions and Rules". For the most part, this section could be entitled "How to Memorize a List of Stuff".

Divisions and Rules

A key to good information recall is the use of sensory information. This involves associating information received from the five senses of taste, touch, smell, sight and hearing with the links we are forming between two ideas. This is the key to Step 3 in the *Principles for Improving Memory* listed below. The "thoughtful" use of our five senses to add depth to a link between two ideas (or even to add depth and imagery the ideas themselves) creates a vivid "hook" which makes it easier to recall the information and avoids rote memorization.

The 9 Methods are techniques for thinking about *how* two ideas are related and interact with each other. It is quite useful when trying to come up with a way to memorize a list of information easily.

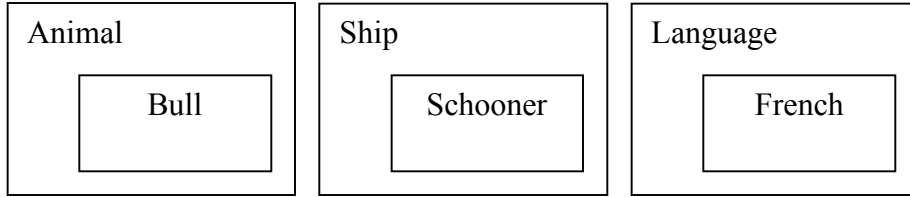
Principles For Improving Memory

1. To remember something you must first observe it and then understand it.
2. It must be linked with something you already know and then classified or pigeonholed.
3. Repeat it several times. Do this thoughtfully and not mechanically.
4. Drop it and move on to something else.

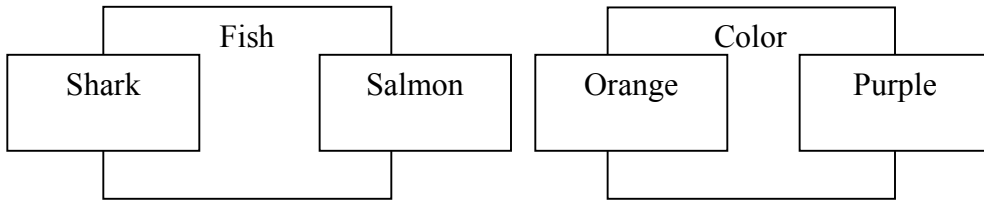
9 Methods for Associating Two Ideas

*Method One – Inclusion.*¹ One idea includes another because of the common characteristic which it has in part with another idea as a whole.

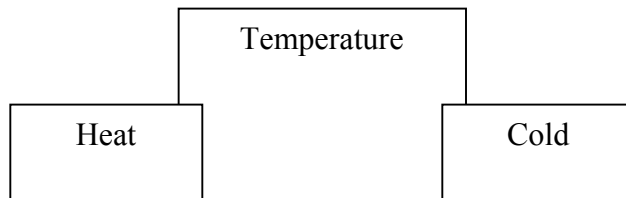
Examples: Animal and Cow; Man and Englishman; Dwelling and Mansion. This relationship can be symbolized by one square within another:



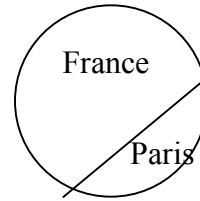
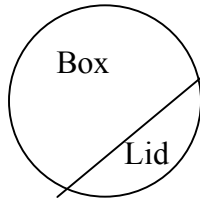
Method Two – Similarity. Two ideas or objects have something in common or belong to the same class.
Examples: Cow and Horse, both Animals. Chair and Table – Furniture. Red and Blue – Colors. This relationship is symbolized by squares overlapping.



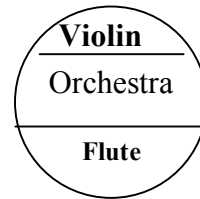
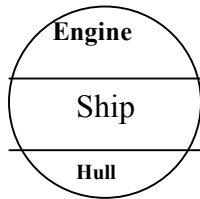
Method Three – Contrast. Two objects or ideas have a characteristic in common but are opposite in degree. Contradiction could be another term used for this association.
Examples: Heat and Cold, being opposite in Temperature; Youth and Age, opposite in Life; Fire and Water – opposite in Effect. The relationship of “Con” is illustrated by three squares.



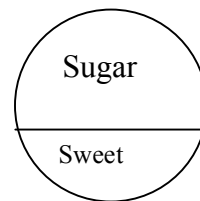
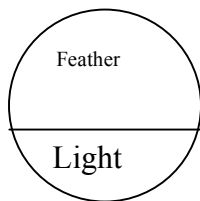
Method Four – Partition. Two things or ideas are respectively whole or part of a common object or definition.
Examples: Tree and Branch; Whale and Blubber; France and Paris. The relation of Partition is shown in the following circles:



*Method Five – Partners.*² Two objects or ideas are part of the same thing as a whole.
Examples: Thumb and Finger are of the hand; Root and Branch are of the Tree. The relationship of Partnerships are shown in the following circles:



Method Six – Analysis. Two things or ideas are related as to quality.
Examples: Lead, Heavy; Snow, White; Ball, Round. The relationship of Analysis is illustrated thus:



Method Seven – Affinity. Objects are linked together by having a striking quality in common.
Examples: Moon and Orange, Round; Mountain and Chimney, High; Ink and Night, Black.

Method Eight – Co-existence. Two objects or ideas associate together in the mind as the result of personal experience, observation, or information.
Examples: England, Navy; Turk, Turban; China, Wall; Alaska, Totem.

*Method Nine – Follows.*³ Two ideas are linked together because observation or experience has shown that the second follows the first in time.

Examples: Fatigue and Sleep; Disease and Death; Gunpowder and Explosion; Submarine and Sea Disaster.

No idea exists in the mind without some link to, or blending of, an idea already there. Note that I use the terms Associate, Association, link, and linking interchangeably throughout this article.

Rules for Linking Ideas

1. There must be *two* and *only two* ideas associated at once, no matter what the length or number of items in the series.⁴
2. The only way to recall the series is by a chain, link by link. The first idea *must* recall the second *only*, the second *only the third*, and so on.
3. Make a vivid association between each pair of ideas using one of the Nine Methods given above.
4. All associations must use one of the Nine Methods.
5. Use the association often to increase its intensity.
6. If you have trouble recalling a particular link make a new one.
7. Use as many of your five senses as you can when associating ideas. It deepens and intensify the impression.
8. Avoid being overtired when doing this.
9. When attempting to remember something, think of an association and never try to remember something in a mechanical way.

Mr. Clark says it best: *“If this connection is clear it is sure to hold. When this is done the Memory travels with equal readiness forward or backward. Try the following list, and see how easy it is to see the relations between the words, as indicated in the parenthesis between each pair. If you find that your mind does not go easily and naturally from one idea to the other, it is because your impression was not distinct enough.”*

Exercise 1

Memorize the following list. The type of relationship is noted in parenthesis between the pairs of words:

Colonel	(Inclusion)	Army
Army	(Co-existence)	Cannon
Cannon	(Follows)	Noise
Noise	(Inclusion)	Thunder
Thunder	(Similarity)	Lightning
Lightning	(Inclusion)	Light
Light	(Contrast)	Black

Black	(Analysis)	Ink
Ink	(Co-existence)	Pen
Pen	(Co-existence)	Hand
Hand	(Partners)	Head
Head	(Partners)	Skull
Skull	(Co-existence)	Ghost
Ghost	(Follows)	Terror

Don't be discouraged if you don't get it on the first try. Thinking in terms of the different methods of association has the potential to distract your mind from the ideas you are linking together. If you don't succeed the first time through, leave out the association methods in parentheses and try again. Focus on Army, after Colonel, then Cannon, Noise, Thunder, Lightning, Light, Black, Ink, Pen, Hand, Head, Skull, Ghost, Terror.

Mr. Clark takes a moment to encourage the aspiring Mentat: *“You will be surprised to see how naturally one idea suggests the next, and your satisfaction will be doubled when you reverse the order and repeat backward just as easily... .. By practice this will become a mental habit – a sort of second nature. This step is the longest stride toward memory power, and it will prove half the battle for you.”*

Note also that working with this kind of linking will become easier when you can choose your own words to link

Exercise 2

Create your own list of words to link together. Map a method of Association to each link.

Chapter 2

Introduction

In Section III of the original course Welham Clark presents “The Master Key to Memory”. Basically, it’s a chart which associates numbers with letters to allow the student to make words out of phone numbers, account numbers, etc. Personally, I can’t decide if I like it or hate it, but it comes in handy for short term retention of serial numbers, how much I owe the convenience store clerk for gas, or remembering the occasional account number.

Number Memory

A method for remembering numbers, dates, and the like is to associate numbers with letters. The process is pretty straightforward; however, it does assume the *phonetic* equivalent of the letters and not representing each letter in the list as a number. For example, “hill” stands for 1 and not 11 due to the fact that the “L” is sounded only once. “Lily”, on the other hand, stands for 11 because there are two “L” sounds.

The process of converting numbers into words can be used to create lists of words that can be linked together using the linking methods given in the previous chapter. Alternately, sentences and short poems can be formed to aid memorization of numbers.

Explanation of the Number Association Chart

1. 1 = L. This is easy to remember because a lowercase L is a single straight line, resembling the number 1.
 2. 2 = N. N is substituted for 2 because it combines 2 upright strokes.
 3. 3 = M. When turned on its side, 3 looks like an M.
 4. 4 = R. The word “four” has 4 letters in it and the last letter of “four” is R.
 5. 5 = F or V. This includes the phonetic equivalents of PH as in “photo”, or GH as in “cough”. Alternately, F and V are the consonants in the word “five”.
 6. 6 = SH, soft J/G, CH. SH as in “shop”, J as in James and the phonetic equivalent of DGE as in “wedge”, G as in George, CH as in Charles and the phonetic equivalent TCH as in watch.⁵ The phrase “shix judges justly chafe” might help you to remember.
 7. 7 = D or T. If you cut off the right part of the T, it looks like a 7. D is close to T in its consonant sound.
 8. 8 = Hard C, G, K, QU, X and NG. The sound of C as in “cow”, G as in “God”, K as in “king”, and QU as in “queen”, X as in “example” and NG as in “ring”. Clark’s mnemonic: *The royal letters which stand for 8 can be remembered by the sentence, **Great kings came quarreling.***
 9. 9 = P or B. P looks like 9 reversed and B has a similar.
1. 0 = S, soft C, and Z. These sounds are found in both cipher or zero.

Number Association Chart

0 C as in Cipher S as in Sign Z as in Zero			
1 L		2 N	
3 M	4 R	5 F or V	
6 Ch J/G as in Jail/George Sh as in Shop Dg/TCH/SS as in Wedge, watch, assure	7 D or T	8 K/C as in Cow/King G/Q as in God/Queen Ng/Ring X/Express	9 P or B

How to Use the Number Association Chart

Some pointers for using the Chart:

1. AEIOUHWY are the only “free” letters without numeric values.
2. Values are assigned based on their *phonetic value*. Examples:

The word “accident” has the numeric equivalent of 80727 or aK-See-Den-T. Tough is T-F or 75. Cough is K-F or 85. Tissue is to be treated as if spelled tishue and its value is 76. Prussia is similar. The sound of the SS being SH, so the worth of the numeric equivalent is P-R-SH = 946. Noxious is N-K-SH-S or 2860.

3. Consider assigning some verbs to a personal “Do Not Numeralize” list. Is, and, of, are, am, we, you, us, this, that, those, these, the, and the negative versions of them come to mind. This makes it easier to construct sentences and poems by not having to remember when you’ve associated numbers with a verb and when you haven’t. Keep your nouns to a minimum.
4. When creating word associations it can sometimes be difficult to come up with words. Go through the list of vowels one at a time and see how well it fits with your word creation.
5. In the beginning, double check your associations. It is easy to assign numbers based on the presence of a letter as opposed to the phonetic value. It is also easy to confuse what letters are assigned to what numbers. In particular, I find I have a habit of assigning zero to the letter “O”... as opposed to the sibilant “S” and “C”.
6. Don’t be proper when converting numbers to words. Use humor, puns, slang or the association that has the most sensory links for you. Pick a word that is also associated with an idea, whenever possible.

A Method for Memorizing Dates

It is often useful to make words or phrases that use three words each. You can use it for numbers in the thousands by dropping the leading number and using the last three digits. This is most useful for memorizing historical information. For Example:

Events in modern or medieval times have occurred since the year 1000 – or since the Norman conquest of England. When memorizing these types of historical dates, drop the leading 1 and use the last three digits and come up with something memorable and vivid. For example, in remembering the battle of Hastings, think of William the Conqueror as Judge = 1066. For the signing of the Magna Carta, drop the 1000 and use the last three numbers to generate a word. There are several ways to associate this date: For that document King John had “no love”. In English government it was a “new leaf”. To England it gave “new life”. For the martyrdom of Joan of Arc: she commanded her “army well”. For the printing the first book in English – it delighted every “reader”. For the date of Columbus’ discovery of America, associate Columbus with “European”. In all the preceding “translations” the 1 (000) is understood before each of the numbers.

Exercise 1

Memorize the Figure Chart.

Exercise 2

Come up with 10 words for the number 54. Use all vowel combinations for the first phonetic value. Fa, Fe, Fi, Fo, Fu.

Create the numerical equivalents for the following words:

Call, desk, cave, united, gem, cap, wail, diamond, knock, America, butcher, wire.

Create words for the following numbers:

96, 58, 62, 86, 32, 21, 95, 187, 964, 832, 862, 846, 972, 794, 202, 104, 304, 307, 037, 215, 372, 654, 760.

Exercise 3

Select a short sentence and come up with the numeric value for all words.

Exercise 4

Use this system to memorize your phone number, a friend's phone number and your checking account number.

Chapter 3

Introduction

Section IV of the original coursework is entitled “The Secret”. It is a method which associates 100 keywords with the numbers 1 to 100. The list given here becomes somewhat provocative when one thinks about old poems such as “The Song of Amergin” where the poet recites lists such as *I am a wind of the sea, I am a wave of the sea, I am a hawk upon a cliff* etc. It makes you wonder how they used those lists to memorize things.

The Prompter Chart

The prompter chart is a chart of words associated with the numbers 1 to 100. The words are pretty common, but Mr. Clark assures us they have been selected “*owing to the great variety in their meanings.*” The following chart is to be memorized. The original chart was in pyramid form, ten pyramids with a pyramid of ten word/number associations each in one large pyramid, but it didn’t fit well in a spreadsheet, so I’ve modified it. Once you are familiar with the format, it is pretty easy to go from 1 to 11 to 21 to 91 by locating the corresponding cell.

The practical application of this chart is to link a series of selected words. First, let’s call our personal list the “target words” or “targets”. We then link the prompters to each of the “target words”. This allows us to recall the list via the prompter words and/or the numbers the prompter words are associated with. To do this, the student uses the methods of linking as presented in Chapter 1 to form associations between the prompter word and the “target” word. This chart can be used in many ways, including, but not limited to, memorizing lists of words, ideas, and numbers. In Chapter 5 there is an exercise that uses this list to help you keep track of playing cards.

¹ Welham uses the term Division. I believe he was thinking in terms of scientific names for classifying animals, plants etc. Kingdom, Division, Phylum etc. The term can be confusing so I’ve changed it to Inclusion. Note also that each of the nine *Methods* were originally termed *Divisions* which added to the confusion. All of the information in this section is taken directly from the course.

² Originally named Partnership. Partners is simpler and more direct.

³ Originally named Succession. Follows is simpler and more direct.

⁴ Mr. Clark is insistent on this to the point of being irritatingly repetitive. *The relation between ideas must be considered in pairs – no more. AND This simple relationship must be observed between any pair of ideas, however complicated the connection may seem. AND when you think of Terror, your mind must turn to Ghost – not Skull*

⁵ Clark gives no compelling reason for assigning these values to 6 other than “*The advantage of having a number of sounds stand for any figure is that word combinations may be the more easily made which will fix the figure in the mind.*” Un-huh.

Prompter Chart

0 – sea	10 – lass	20 – news	30 - moose	40 - rose	50 - face	60 - cheese	70 - daisy	80 - goose	90 - boss
1 – hill	11 – lily	21 – nail	31 - mill	41 - rail	51 - fuel	61 - shell	71 - doll	81 - coal	91 - ball
2 – honey	12 – lion	22 – nun	32 - moon	42 -ruin	52 - fan	62 - chain	72 - den	82 - coin	92 - bone
3 – home	13 – lamb	23 – name	33 - mummy	43 - Rome	53 - foam	63 - gem	73 - dome	83 - comb	93 - bomb
4 – arrow	14 – lawyer	24 – Norway	34 - mayor	44 - warrior	54 - fire	64 - chair	74 - door	84 - car	94 - bear
5 – ivy	15 – leaf	25 – knife	35 - muff	45 - roof	55 - fife	65 - chief	75 - dove	85 - cave	95 - beef
6 – watch	16 – lodge	26 – hinge	36 - match	46 - roach	56 - fish	66 - judge	76 - ditch	86 - cage	96 - bush
7 – tea	17 – lad	27 – note	37 - mat	47 - road	57 - food	67 - shot	77 - toad	87 - cat	97 - boat
8 – key	18 – lake	28 – neck	38 - mug	48 - rock	58 - fog	68 – check	78 - deck	88 - cook	98 - book
9 – abbey	19 – lip	29 – knob	39 - map	49 - rope	59 - fop	69 - shop	79 - tub	89 - cup	99 - baby

Example

Take the following 20 words and link them with the Prompter chart equivalents using the methods of Association given in Chapter 1:

Tree, Flower, Chair, Indian, Castle, Policeman, Garden, Stable, Church, Farmer, Black, Forest, Mountain, Client, Maple, Cottage, Youth, Steamer, Face, Universal.

It is *absolutely necessary* that the twenty words in this list should be remembered in the order of the prompters in the Chart, so as to recollect them in the exact order given.

1. hill – Tree
2. honey – Flowers
3. home – Chair
4. arrow – Indian
5. ivy – Castle
6. watch – Policeman
7. tea – Garden
8. key – Stable
9. abbey – Church
10. lass – Farmer
11. lily – Black
12. lion – Forest
13. lamb – Mountain
14. lawyer – client
15. leaf – Maple
16. lodge – Cottage
17. lad – Youth
18. lake – Steamer
19. lip – Face
20. news – Universal

Notes: The link between “hill” and “tree” is pretty straightforward but several of the other associations might require a chain of links to get from point A to point B. For example Tea – Garden might need a chain of links like Tea – Herb (or Herbal) – Garden. News – Universal might follow a chain like News – Cable TV – Universal. Honey – Bees – Flowers is fairly easy to link as well.

When using sensory impressions and memories, this process provides the added benefit of strengthening your imagination by giving you the opportunity to visualize or experience the senses or memories as you use them to intensify the experience and thereby intensify the ability to recall the information.

Make as many correlations as you need to associate your list with the prompter list, but do not substitute a word from the prompter chart.

Exercise 1

Memorize the Prompter Chart. Then, get to a point where you can recite the list in consecutive order or at random.

Exercise 2

Create a list of items and link it to the prompter chart.

Exercise 3

Use the Prompter chart to memorize a list of ideas.

Exercise 4

Memorize the routing number for your checking account. Create a sentence or poem from the Prompter words.

Exercise 5

Work at getting faster. In other words, note the time it takes to link the list up and then work on getting faster and more accurate at linking the information together.⁶

It's a pain, but it's worth the effort.

Chapter 4

Introduction

Chapter 4 condenses the original Sections V, VI, VII, and VIII originally titled “Memory in Reading”, “Memory in Business”, “Remembering Names and Faces”, and “Memory Defects Remedied” respectively. In fact, Section VI is entirely dropped because Mr. Clark does nothing but expound upon how great this system is. Section VIII is very condensed and included due to a section on “local memory” or “geographical memory”. This section has more to do with paying attention than memory, but, according to Mr. Clark, paying attention is the first step to getting to know something.

Memory in Reading

The method for remembering what you read is called *Interrogative Analysis*. The steps for applying it are as follows:

1. Propose a question for each separate idea in a sentence. Ask How? Who? Why? When? And Where? (One question per idea should suffice.)
2. As a reply to each question, repeat the entire sentence from memory. Alternately you can repeat a main idea or keyword.
3. Emphasize a link between the question and the answer. Alternately, if memorization isn't the goal, repeat the main thought where it occurs.
4. Do not begin memorizing the passage until you have broken the passage into component parts of what the author is trying to convey.⁷
5. As you get more proficient or more comfortable with this system, you can divide your task by verses or paragraphs rather than each sentence.

This initially requires some time and work to get used to, but it gets easier the more you do it. In fact, you may find that the linking methods given in Chapter 1 come in to play quite a bit and/or you are using vivid images to help recall what you are memorizing. Note that this system in general does not provide comprehension of the subject matter, but aids in memorizing it. Comprehension is key, but comprehension must come from you.

Mr. Clark makes the following suggestions:

Divide your subject under heads into events, and group the subordinate ideas. Find out the main facts in them. Discriminate and note the accompaniments of each – their causes and effects. In this way you assimilate and absorb the real situation and vividly impress all the facts on your mind. Because you put “brains” into your reading your Attention is all the time interested, and you thus live in yourself the lives of others. You thus make second hand knowledge your own. When you have studied out the subject and condensed it into an abstract, use Correlation (From Chapter 1 of this document) to fix it permanently in your mind.

Attention should be directed principally to the ideas, and the objects should be mentally produced as they occur. The poem should be read and re-read.

Examples

“The Courtship of Miles Standish” The Lover’s Errand Part III – Henry Wadsworth Longfellow

So I have come to you now, with an offer and proffer of marriage
Made by a good man and true, Miles Standish the Captain of Plymouth!"
Thus he delivered his message, the dexterous writer of letters, --
Did not embellish the theme, nor array it in beautiful phrases,
But came straight to the point, and blurted it out like a school-boy;
Even the Captain himself could hardly have said it more bluntly.
Mute with amazement and sorrow, Priscilla the Puritan maiden
Looked into Alden's face, her eyes dilated with wonder, Feeling his words like a blow,
that stunned her and rendered her speechless;
Till at length she exclaimed, interrupting the ominous silence:
"If the great Captain of Plymouth is so very eager to wed me,
Why does he not come himself, and take the trouble to woo me"
If I am not worth the wooing, I surely am not worth the winning!"

Analysis

So I have come to you now,

Who came? I (John Alden)

When? I have come to you now.

with an offer and proffer of marriage

Who made the offer?

Made by a good man and true,

What is the name of this “good man and true”?

Miles Standish the Captain of Plymouth!"

How was the offer of marriage delivered?

Thus he delivered his message, the dexterous writer of letters, --

Was it delivered in a lovely language?

Did not embellish the theme, nor array it in beautiful phrases,

Did he hesitate or linger in his expression of love?

But came straight to the point, and blurted it out like a school-boy;

Would the rough captain have done it better?

Even the Captain himself could hardly have said it more bluntly.

How did Priscilla receive it?

Mute with amazement and sorrow, Priscilla the Puritan maiden
Looked into Alden's face,

How did she appear?

her eyes dilated with wonder, Feeling his words like a blow, that stunned her and
rendered her speechless;

After this what did she say?

Till at length she exclaimed, interrupting the ominous silence:

What did she exclaim?

"If the great Captain of Plymouth is so very eager to wed me,
Why does he not come himself, and take the trouble to woo me"
If I am not worth the wooing, I surely am not worth the winning!"

Example – Poe's Bells

Hear the sledges with the bells,

 Silver Bells!

What a world of merriment their melody foretells!

 How they tinkle, tinkle, tinkle,

 In the icy air of night!

Find this poem on the Internet and give it a once over. You'll note that there are four kinds of bells to remember: silver, gold, brass, and iron. You might associate silver and ice to make a link between the silver bells and the "icy air of night".

Your breakdown of this stanza might be as follows:

"Hear the sledges with the bells."

What do we here?

We "Hear the sledges with the bells."

What kind of bells?

“Silver bells.”

What sound do they seem to utter?

“O, what a fund of merriment their melody foretells!”

Exercise 1

Breaking down and analyze the remainder of Poe’s Bells.

Exercise 2

Analyze and memorize at least 12 lines of another selection using the Interrogative Method. Do this several times to get used to this system. A good resource for this is Bartlett’s “Familiar Quotations”.

Exercise 3

Memorize an entire book.⁸

Notes regarding this exercise:

Don’t attempt this until you are comfortable with using the Interrogative Method for memorizing passages. Once you’ve got that under your belt, read the book once through and make sure you understand the storyline etc. Then, break it down. After that, make your associations and start memorizing.

Memory in Reading II⁹

Mr. Clark identifies two reasons for reading, one reason is to gain a slight knowledge for reference purposes or to make a quick judgment on a book, and the other is to obtain information to store it away for future reference or obtain an understanding a subject. He doesn’t address the first reason.

My technique for quick scans and some level of retention is as follows:

Read the book. As you read, highlight the pertinent information and take a moment to associate that information with the book title and chapter. This comes in handy for any professional who needs to remember information they don’t use on a daily basis. As a general rule you remember where to find the details but not the details themselves.

Alternately, if you are learning about a new subject, read the book and don’t worry too much about completely understanding it. If you are going to be doing a fair amount of

work in the subject matter, you'll learn it sooner or later and a lot of the buzzwords will stick and give you enough information to ask the right questions.

Lastly, if you are reading a book partially to know where pertinent information is and partly to obtain information and/or understand it, make notes while you are reading. When you are done with the book, take the time to go back over your notes and review the information in the book.

Remembering Names and Faces

To memorize a persons name take the following steps:

1. Spell the name out in your mind. See how it looks printed or written. Ask the person how to spell it, if necessary.
2. Repeat their name. You can say something like "It is nice to meet you, Joe!"
3. While you are doing this observe the person's face, hair, eyes, nose etc. and whether they are neat, showy, quiet, loud, shabby etc.
4. Make a link between this information and their name. In particular, make a link between their face and their name. (I find it useful to imagine that I'm writing their name across their face.)
5. As you take leave of their company, make it a point to say goodbye and use their name.

Geographic Memory

Or, how to remember where you are in a strange city.

1. When coming into the area, notice the landmarks. Note where East, West, North and South are.
 - a. East is where the sun rises, West where it sets. In America, if you face the sun at noon, you are facing South and North is behind you.
2. As you pass those landmarks, look back and see how they look from the opposite direction. Things many times don't look the same from a different perspective.
3. Note cross streets and highways. Many cities have named streets going one way (say East to West) and numbered streets going the other (North to South). Find the relations of main thoroughfares and their general direction from where you are staying or located. Sometimes knowing that Main Street is East is enough to help you head East until you've found Main Street again. (Of course, this only works in the daytime.)
 - a. East West Highways are even numbered and North/South Highways are odd numbered.

Chapter 5

Introduction

The remainder of Welham's Course covers such areas as Palmistry and Character Reading. It isn't included in this work because this work is intended solely as an "Exercise Book" that provides the student with the basic tools and concepts needed to improve their memory. This chapter is an amalgam of my own exercises and those recommended by Welham Clark.

To sum up the better part of Pamphlet IX "Practical Applications":

Practice, and continual practice at that, is the only way to improve your memory. Paying attention and making a conscious attempt to remember and integrate information is a cornerstone of that practice.

More Exercises

As always, get familiar with the basics and then work on getting faster and more accurate.

Exercise 1

Obtain a copy of Bartlett's "Familiar Quotations". Select a passage and memorize it. Once it is memorized, select another and memorize it. Keep memorizing quotes until you can annoy people at parties by holding a whole conversation quoting somebody else's words.

Alternately, select a book of poetry and memorize it.

Exercise 2

When driving or riding in a car, note billboards, business signs, license plates, street names etc. Make mental pictures of them and see how well you recall them when you get home. It may help to tell those at home about what you've seen (even if those at home happen to be your cat).

Exercise 3

Take walks. See how much you can remember while walking. Develop your five senses to their utmost. Practice associating smells, sounds, tastes, colors and touch with what you are trying to recall.

Exercise 4

Pick Ogham, Runes, the Tarot or another system (Astrology?) that requires memorization and association. Work with one letter or card a day. Once you've gone through it once, up it to two a day, then 4 and then 8 etc.

Exercise 5

Playing Card Memorization

The following chart combines several aspects of the course while, hopefully, giving you a tool to improve your card playing. The code words all begin with the first letter of the suit, s for spades and so on. The remainder of the word follows the Number Association Chart given in Chapter 2. You can use the following chart to form sentences that track what cards have been played.

Attempting to use this in live card play has the added benefit of speeding up your memory and recall skills. This is also a good example of how to create your own association charts using the techniques given throughout this article.

Card	Spade	Heart	Diamond	Club
Ace	sol	hall	doll	call
2	sun	Hun	done	con
3	sum	hum	dumb	come
4	sir	her	door	cur
5	sough	huff	duff	cuff
6	such	hutch	Dutch	coach
7	sod	hod	dot	cot
8	sock	hock	dock	cock
9	soap	hope	dope	cope
10	sols	halls	dolls	calls
J	Sol Ally Sally	Hal Ally Hallie	Dell Ally Dolly	Call Ally Callie
Q	Ann Sol	Ann Hal	Ann Dell	Ann Call
K	Amos	Amos	Amos	Amos

Exercise 6

Draw a chessboard of 64 squares. Starting in the upper left hand corner, number the first square 1 and continue from left to right. Start on the next row when you reach the end of the row. Continue until you have numbered all 64 squares.

In chess a knight moves three squares up and one to the right or left. Memorize the following word list and use it to move the knight so that it touches all 64 squares without touching one square twice.

Hill – lily – ivy – leaf – moon – road – chair – fire – cheese – face – muff – rail – hinge – abbey – home – lamb – tea – Norway – map – fish – chain – roof – moose – news – mat – nun – neck – mug – nail – match – lip – knife – lass – arrow – lawyer – key – name – rose – fife – shell – fuel – food – ruin – fop – foam – gem – rock – mill – lodge – watch – lion – honey – lad – mayor – rope – Rome – fog – fan – reach – knob – warrior – note – mummy – lake

⁶ Mr. Clark indicates that *“The more quickly you do this the more vivid and lasting the impressions made, and the more unfailing and reliable will be your reproduction of those first impressions.”*

⁷ I think that Mr. Clark’s intent is to ensure that you have some understanding of what you are attempting to memorize. It keeps with the underlying theme of avoiding rote memorization, using your imagination to aid the task, and actively thinking about what you are doing.

⁸ Clark highly recommends this as the best way to get your brain muscles up to speed.

⁹ This is original material added by me and not part of Clark’s coursework.