

1. ATTENTION: ATTEND to the material intensely and wholly. Nothing else should enter your mind. Later, not now.
2. INTEREST: ASK questions to stimulate interest. Take part or sides in the problem, issues or subjects you are reading about.
3. INTENTION: INTEND to remember.
4. BELIEVE: TRUST and believe in your ability to remember. It will strengthen.
5. START RIGHT: CONCENTRATE on accurate input, not speed, at the beginning.
6. SELECT: CONCENTRATE on the most significant things, the essentials and the important. You can't expect to get 100%, so give your most intense attention to what is new, difficult and must be remembered.
7. ASSOCIATE: THE more associations you can elicit for an idea, the more meaning it will have; the more meaningful the learning, the better one is able to remember it. People with good memories usually think over their experiences, real or vicarious, and systemically relate or associate them with previous learning.
8. BACKGROUND: BUILD background. The more background you have on a subject; the more interest you will have and the better you can form associations and discern relationships new and old.
9. ORGANIZATION: A GOOD memory is like a well-organized and well maintained filing system. When a new fact presents itself and you decide to keep it, you will associate (file) it with its natural or logical group. Bunch or associate ideas, facts or details consistent with the organization of the chapter.
10. RECITATION: QUIZ or self-test yourself after every paragraph or natural break. Recite in your own words to serve a better memory and promote understanding.
11. NOTES: TAKE brief notes in your own words and review them often.
12. REVIEW: REVIEW immediately after initial learning has taken place.
13. SPACED REVIEW: PERIODICALLY REVIEW. If intervals between reviews are too widely spaced, more forgetting will occur.
14. OVERLEARN: IF YOU CAN recall it instantly, you have over learned it. The more important and difficult the learning, the more you should over learn it.
15. STUDY, THEN SLEEP: SINCE WE CANNOT BE AWAKE WITHOUT THINKING, there is more loss of memory for learned material when one is awake than when one is sleeping. (Study and then sleep.) Next to sleep, nonintellectual activities like exercise, music, dancing, recreation and the like cause the least interference with remembering what has just been learned.