

**ASSIMILATIVE MEMORY;
OR, HOW TO ATTEND AND
NEVER FORGET; PP. 1-169**

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Assimilative Memory; Or, How to Attend and Never Forget; pp. 1-169 by A. Loiset

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A. LOISETTE

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A. Loissette

(MARCUS DWIGHT LARROWE)



ASSIMILATIVE MEMORY

OR

HOW TO ATTEND AND NEVER FORGET

BY

PROF. A. LOISETTE

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PREFACE.

PROF. A. LOISETTE wishes to call the attention of those who are now for the first time becoming acquainted with his System of Memory Training, that he was the first teacher of a Memory System to announce and to insist that Memory is not a *separate faculty* whose office it is to carry the recollective burdens of the other faculties—but that Memory is a Physiological and Psychological property of each mental act, and that such act retains the traces and history of its own action, and that there are as many memories as there are kinds of mental action, and that, therefore, Memory is always concrete, although, for convenience sake, we do speak of it in the abstract, and that consequently all Memory improvement means *improvement of the Action or Manner* of action of the Mental powers, and that what he imparts is the right way to USE the Intellect and Attention—and that hence his System does make and must make better observers, clearer and more consecutive thinkers, and sounder reasoners as well as surer rememberers; that in short the fundamental principle of his System is Learn by Thinking, and that his achievements as a mind-trainer are completed when he has helped the student of his System to acquire the Habit of Attention and the Habit of Thinking on that to which he is attending on all occasions, which two Habits combined constitute the Habit of Assimilation, and that when this Habit of Assimilation is thus established in the pupil's mind, the System as such is no longer consciously used.

TABLE OF CONTENTS.

	PAGE
1—FUNDAMENTAL PRINCIPLES OF ASSIMILATIVE MEMORY....	1
2—BRAIN TONIC; or, The stimulating Power of the Method....	6
3—Educating the Intellect to stay with the senses of Sight and Hearing; or, Cure of Mind Wandering	15
4—Learning any Series of Proper Names—American Presidents..	25
5—The Unique Case of the English Sovereigns—How to learn their Succession quickly.....	31
6—NUMERIC THINKING; or, Learning the longest sets of figures almost instantly.....	38
7—DECOMPOSITION OR RECOMPOSITION, AND INTELLECTUAL INQUISITION; or, How to learn Prose and Poetry by heart, with numerous examples, including Poe's Bells	47
8—ANALYTIC SUBSTITUTIONS; or, A Quick Training in Dates, etc., Dates of the Accession of American Presidents and of the English Kings, Specific Gravities, Rivers, Mountains, Latitudes and Longitudes, etc.....	66
9—THOUGHTIVE UNIFICATIONS; or, How to never forget Proper Names, Series of Facts, Faces, Errands, Conversations, Speeches or Lectures, Languages, Foreign Vocabularies, Music, Mathematics, etc., Speaking without notes, Anatomy, and all other Memory waxes.....	109
10—ACME OF ACQUISITION; or, Learning unconnected facts, rules and principles in the Arts, Sciences, Histories, etc., etc., chapters in books, or books themselves, in one reading or study.....	149
11—Learning one hundred facts in the Victorian Era, with dates of year, month, and day of each in one thoughtful perusal....	159

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for ensuring transparency and accountability in financial reporting.

2. The second part of the document outlines the various methods and techniques used to collect and analyze data. It highlights the need for consistent and reliable data collection processes to ensure the validity of the results.

3. The third part of the document describes the different types of data that are collected and analyzed. It includes information on both quantitative and qualitative data, as well as the various sources and methods used to obtain this information.

4. The fourth part of the document discusses the various statistical methods and techniques used to analyze the data. It covers topics such as descriptive statistics, inferential statistics, and regression analysis, among others.

5. The fifth part of the document discusses the various ways in which the results of the analysis can be presented and communicated. It includes information on the use of tables, graphs, and other visual aids to effectively convey the findings of the study.

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8. The eighth part of the document discusses the various ways in which the results of the analysis can be used to evaluate the performance of different programs and initiatives. It includes information on the use of the results to assess the effectiveness and efficiency of these programs and initiatives.

9. The ninth part of the document discusses the various ways in which the results of the analysis can be used to inform the development of new programs and initiatives. It includes information on the use of the results to identify areas for innovation and improvement.

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