



# MNEMONICS

## THE ART OF MEMORY INSTITUTE

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... is a resounding tribute to the power of the mind,  
reminding us that though brain science is a wild frontier  
and the mechanics of memory little understood,  
our minds are capable of epic-achievements.

... is about not just memory training,  
but about what it means to be educated and the best way to become so,  
about expertise in general, and about the  
“not-so-hidden ancient secrets” of acquiring skills.

... represents the delightful travel on this never-thought-possible journey,  
which is an entertaining treatment of memory  
as both an art and a science which proves uplifting,  
it shows that with motivation, focus and a few clever tricks,  
our minds can do rather extraordinary things.

... It's informed by a humanism that enables to place the mysteries  
of the human brain within a larger philosophical and cultural context.



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Do you want your BRAIN to potentially have NO LIMITS  
and to be programmable to any extent beyond the realms of imagination?

After all ... “We are what our brains are”

“Once upon a time, this idea of having a trained, disciplined, cultivated memory  
was not nearly so alien as it would seem to us to be today”

“Memory training is not just for the sake of performing  
the ancient not so secretive art;  
it's about nurturing something profoundly and essentially human”

“Memory is not a talent but a ‘Skill’  
which can be developed through a verity of techniques with constant practice,  
if we want to live a memorable life”

“Our lives are the sum of our memories.  
How much are we willing to lose from our already short lives by  
not remembering to remember?”



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### **Principles of The Art of Memory**

*Visual sense and spatial orientation: sight and depth-perception naturally position images seen within space.*

**Order:** *The positioning of images in virtual space.* **Limited sets:** *importance of the breaking up of a long series into more manageable sets.* **Association:** *usage of places for the purposes of recollecting with a starting point to initiate a chain of recollection.* **Affect / Interest & Attention:** *using emotionally striking imagery to ensure that the images will be retained in memory.* **Repetition:** *"repeat again what you hear; for by often hearing and saying the same things, what you have learned comes complete into your memory."*

### **Techniques of The Art of Memory**

**Architectural mnemonic:** the use of places (Latin *loci*), which were memorized as the framework or ordering structure that would 'contain' the images or signs 'placed' within it to record experience or knowledge, depended equally upon images *and* places. The "**method of loci**" (plural of Latin *locus* for place or location) is a general designation for mnemonic techniques that rely upon memorized spatial relationships to establish, order and recollect memorial content. The term is most often found in specialized works on psychology, neurobiology and memory, though it was used in the same general way at least as early as the first half of the nineteenth century in works on Rhetoric, Logic and Philosophy.

**Graphical Mnemonic:** use of tables, charts, signs, 'shorthand' signs (*notae*) and entire books. The Art of Signs (Latin *Ars Notoria*) Abstract system of 'places' is the memory system of Metrodorus of Scepsis, who was said by Quintilian to have organized his memory using a system of backgrounds in which he "found three hundred and sixty places in the twelve signs of the zodiac through which the sun moves".

**Textual Mnemonic:** images were understood to function "textually", as a type of 'writing', and not as something different from it in kind. Reading itself had an oral phase in which the text was read aloud or sub-vocalized, then meditated upon and 'digested' hence making it one's own. The use of manuscript illuminations to reinforce the memory of a particular textual passage, the use of illuminated capital letters, and even the structure of the modern book with its index, table of contents and chapters reflect that reading was a memorial practice.



## Some historians of mnemonics



**Namar** 3,000 BC Egyptian Pharaoh of the 1<sup>st</sup> Dynastic Period, first inventers and users of mnemonics thro hieroglyph.



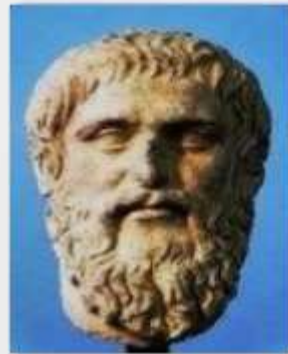
**Pythagoras of Samos** 570-495 BC Greek philosopher, founder of Pythagoreanism, earliest users of mnemonics.



**Simonides** of Ceos 556-468 BC was a Greek lyric poet, famous inventor of the method of Loci of mnemonics.



**Socrates** 470-399 BC was a classical Greek Athenian philosopher cofounded with Plato the first institute of higher learning.



**Plato** 424-348 BC Athens Greek sophist in philosophy, rhetoric, arête (excellence & virtue) thought through *The Academy*.

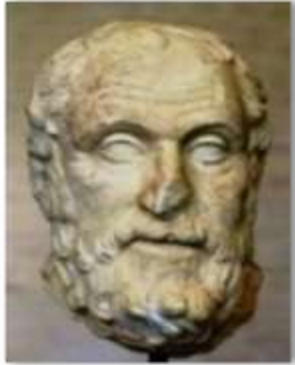


**Aristotle** 384-322 BC Greek philosopher and scientist, most famous student of *The Academy* and tutor of Alexander the Great.

## Some historians of mnemonics



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**Carneades** 214-129 BC Greek skeptic, head of the Academy. ascertain probabilities of truth, to enable us to live and act correctly.



**Cicero** 106-43 BC Roman considered one of greatest orators and prose stylists practitioner of mnemonics.



**Quintilian** (Marcus Fabius Quintilianus) 100-35 BC Roman rhetorician, advocate of mnemonics.



**Giordano Bruno**, 1548-1600 Roman, famous for his mnemonics, aged 51 Burned at the stake a martyr for science.



**Francis Bacon**, 1st Viscount St. Alban QC, 1561-1626 Attorney General and Lord Chancellor of England, reviver of mnemonics.



**René Descartes** 1596-1650 was a French philosopher, dubbed the father of modern philosophy and reviver of mnemonics.



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*The **Art of Memory** is any of a number of a loosely associated mnemonic principles and techniques used to organize memory impressions, improve recall, and assist in the combination and 'invention' of ideas. It is an 'art' in the Aristotelian sense, which is to say a method or set of prescriptions that adds order and discipline to the pragmatic, natural activities of human beings, and was usually associated with training in rhetoric or logic, but variants of the art were employed in other contexts, particularly the scientific, religious and the magical.*

***Origins and history** of The art of memory comes from 3,00 BC among the ancient **Egyptians**, in the use of hieroglyph. However conclusive evidence comes from 500 BC from the Greek **Pythagoreans** the most common account of the creation of the art of memory centers around the story of **Simonides of Ceos**, a famous Greek poet. It was used as a recognized group of principles and techniques more than 2,500 years ago by the **Greeks; Socrates, Plato, Aristotle** and **Carneades**.*

*In antiquity, it was generally assumed that there were two sorts of memory: the “natural memory” (the inborn one that everyone uses every day) and the “artificial memory” (trained through learning and practice of a variety of mnemonic techniques, resulting in feats of memory that are quite extraordinary or impossible to carry out using the natural memory alone). Roman rhetoricians such as **Cicero** and **Quintilian** expanded on the art of memory or the method of loci attributed to **Simonides of Ceos** or the Pythagoreans, and their ideas were passed down to the medieval scholastics **Metrodorus of Scepsis** and many others and later scholars of the Renaissance like The Jesuit missionary **Matteo Ricci** whose works consisted of “A Treatise On Mnemonics” and the defrocked Dominican **Giordano Bruno**, associated with medieval Ars Notoria traditions and antique **Hermeticism**, and in part upon the **classical architectural mnemonic**. According to one influential interpretation, his memory system was intended to fill the mind of the practitioner with images representing all knowledge of the world, and was to be used, in a magical sense, as an avenue to reach the intelligible world beyond appearances, and thus enable one to powerfully influence events in the real world. Such enthusiastic claims for the encyclopedic reach of the art of memory was a feature of the early Renaissance, but the art also gave rise to better-known developments in logic and scientific method during the 16th and 17th centuries. However, this transition was not without its difficulties.*





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**Apollonius of Tyana** who is said to have lived during the life times of Jesus of Nazareth, had a great reputation for memory, as well as the association between trained memory, astrology or foretelling future events and divination, which may have been the reason for the art, going underground for centuries and suffering transformations in the process, appeared in the Middle Ages as the **Ars Notoria** or The Art of Signs, a magical art of memory attributed to Apollonius or sometimes to **Solomon**, which was regarded as a particularly black kind of magic and was severely condemned by **Saint Thomas Aquinas**. However later, Saint Thomas Aquinas was an important influence in promoting the art when he defined it as a part of Prudence and recommended its use to meditate on the virtues and to improve one's piety. In **scholasticism** artificial memory came to be used as a method for recollecting the whole universe and the roads to Heaven and Hell. The Dominicans including **Cosmos Rossellius**, were particularly important in promoting its uses.

Furthermore during the period 1584, a huge controversy over the method broke out in England where **Erasmus of Rotterdam** and other Humanists, Protestant and reactionary Catholics alike worked to eradicate pagan influence, suppressed the art and chastised practitioners of the art of memory which steadily became occluded, although they themselves believed firmly in a well-disposed, orderly memory as an essential tool of productive thought and the esteem in which its practitioners were held. This was a sensational but ultimately not a fatal skirmish, which resulted in the steady decline in the practice of the art of memory from the 16th century to the present day. In keeping with general developments, the art of memory eventually came to be defined primarily as a part of **dialectics**, and was assimilated in the 17th century by **Francis Bacon** and **René Descartes** into the curriculum of **Logic**, where it survives to this day as a necessary foundation for the teaching of argument and higher learning. Simplified variants of the art of memory were also taught through the 19th century as useful to the "influential class"

The 18th Century English philosopher **David Hartley** was the first to hypothesize that memories were encoded through hidden motions in the nervous system, although his physical theory for the process was rudimentary at best. **William James** in America and **Wilhelm Wundt** in Germany, both considered among the founding fathers of modern psychology, both carried out some early basic research into how the human memory functions in the 1870s and 1880s.



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*(James hypothesized the idea of neural plasticity many years before it was demonstrated). In 1881, Théodule-Armand **Ribot** proposed what became known as Ribot's Law, which states that amnesia has a time-gradient in that recent memories are more likely to be lost than the more remote memories. In the mid-1880s the German philosopher **Herman Ebbinghaus** developed the first scientific approach to studying memory. He did experiments using lists of nonsense syllables, and then associating them with meaningful words, and some of his findings from this work (such as the concepts of the learning curve and forgetting curve, and his classification of the three distinct types of memory: sensory, short-term and long-term) remain relevant to this day.*

*The German evolutionary biologist **Richard Semon** first proposed in 1904 the idea that experience leaves a physical trace, which he called an engram, on specific webs of neurons in the brain. The British psychologist **Sir Frederick Bartlett** is considered one of the founding fathers of cognitive psychology, and his research in the 1930s into the recall of stories greatly influenced later ideas on how the brain stores memories.*

*With advances in technology in the 1940s, the field of neuropsychology emerged and with it a biological basis for theories of encoding. **Karl Lashley** devoted 25 years of his life to research on rats in mazes, in a systematic attempt to pinpoint where memory traces or engrams are formed in the brain, only to conclude in 1950 that memories are not localized to one part of the brain at all, but are widely distributed throughout the cortex, and that, if certain parts of the brain are damaged, other parts of the brain may take on the role of the damaged portion.*

*The Canadian neurosurgeon **Wilder Penfield**'s work on the stimulation of the brain with electrical probes in the 1940s and 1950s, initially in search of the causes of epilepsy, allowed him to create maps of the sensory and motor cortices of the brain that are still used today, practically unaltered. He was also able to summon up memories or flashbacks (some of which the patients had no conscious recollection of) by probing parts of the temporal lobe of the brain. As early as 1949, another Canadian, **Donald Hebb**, intuited that “neurons that fire together, wire together”, implying that the encoding of memories occurred as connections between neurons were established through repeated use.*



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*This theoretical idea, sometimes referred to as Hebb's Rule, was supported by the discovery of the mechanics of memory consolidation long-term potentiation and neural plasticity in the 1970s, and remains the reigning theory today. **Eric Kandel's** work on sea-slugs (whose brains are relatively simple and contain relatively large, and easily-observed, individual neural cells) was particularly important in experimentally demonstrating Hebb's Rule and identifying the molecular changes during learning, and the neurotransmitters involved.*

*As computer technology developed in the 1950s and 1960s, parallels between computer and brain processes became apparent, leading to advances in the understanding of the encoding, storage and retrieval processes of memory. The computer metaphor is, however, essentially just a more sophisticated version of the earlier storehouse view of memory, based on the rather simplistic and misleading assumption that a memory is just a simple copy of the original experience.*

*The change in the overall study of memory during the 1950s and 1960s has come to be known as the “**cognitive revolution**”, and led to several new theories on how to view memory, and yielded influential books by **George Miller, Eugene Galanter, Karl Pribram, George Sperling and Ulric Neisser.***

*In 1956, **George Miller** produced his influential paper on short-term memory and his assessment that our short-term memory is limited to what he called “the magical number seven, plus or minus two”.*

*In 1968, **Richard Atkinson** and **Richard Shiffrin** first described their modal, or multi-store, model of memory - consisting of a sensory memory, a short-term memory and a long-term memory - which became the most popular model for studying memory for many years. **Fergus Craik** and **Robert Lockhart** offered an alternative model, known as the levels-of-processing model, in models of memory were developed that can be run as computer simulations, including the Search of Associative Memory (**SAM**) model proposed by **Jerome Raaijmaker** and Richard Shiffrin in 1981, the Parallel Distributed Processing (**PDP**) model of **James McClelland, David Rumelhart** and **Geoffrey Hinton's** in 1986, and various versions of the Adaptive Control of Thought (**ACT**) model developed by **John Anderson** in 1993.*



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Nowadays, the study of human memory is considered part of the disciplines of cognitive psychology and neuroscience, and the interdisciplinary link between the two which is known as cognitive neuroscience.

In 1974, **Alan Baddeley** and **Graham Hitch** proposed their model of working memory, which consists of the central executive, visuo-spatial sketchpad and phonological loop as a method of encoding.

The 1970s also saw the early work of **Elizabeth Loftus**, who carried out her influential research on the misinformation effect, memory biases and the nature of false memories. The pioneering research on human memory by **Endel Tulving** from the 1970s onwards has likewise been highly influential. He was the first to propose two distinct kinds of long-term memory, episodic and semantic, in 1972 and he also devised the encoding specificity principle in 1983.

During the 1980s and 1990s, several formal , when it comes to aspects of personality, intelligence and social and emotional behaviour. The idea first surfaced in a treatise of Aristotle, but then lay dormant for over a thousand years until developed by the 11th Century Persian philosopher Avicenna, and then John Locke's classic statement of the theory in the 17th Century. **Sigmund Freud** revived the idea in the 20th Century, depicting personality traits as being formed by family dynamics.

Cognitive psychology is the study of mental processes such as "attention, language use, memory, perception, problem solving, creativity, and thinking." Much of the work derived from cognitive psychology has been integrated into various other modern disciplines of psychological study, including educational psychology, social psychology, personality psychology, abnormal psychology, developmental psychology, and economics. Modern perspectives on cognitive psychology generally address cognition as a dual process theory, introduced by **Jonathan Haidt** in 2006, and expounded upon by **Daniel Kahneman** in 2011. Kahneman differentiated the two styles of processing more, calling them intuition and reasoning. Intuition (or system 1), similar to associative reasoning, was determined to be fast and automatic, usually with strong emotional bonds included in the reasoning process. Kahneman said that this kind of reasoning was based on formed habits and very difficult to change or manipulate. Reasoning (or system 2) was slower and much more volatile, being subject to conscious judgments and attitudes.



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**Celebrated Cases of Memory** To appreciate the marvelous extent of development possible to the memory, a number of celebrated cases are mentioned, past and present, not in the desire to hold up these cases as worthy of imitation, for they are exceptional and not necessary in every-day life. In India, in the past, the sacred books were committed to memory, and handed down from teacher to student, for ages. And even to-day it is no uncommon thing for the student to be able to repeat, word for word, some voluminous religious work equal in extent to the New Testament.

Max Muller states that the entire text and glossary of **Panini's Sanskrit grammar**, equal in extent to the entire Bible, were handed down orally for several centuries before being committed to writing.

There are **Brahmins** today who have committed to memory, and who can repeat at will, the entire collection of religious poems known as the **Mahabharata**, consisting of over 300,000 shlokas or verses.

Leland states that, "the **Slovenian** minstrels of the present day have by heart with remarkable accuracy long epic poems.

Some found among **Algonquin Indians** whose sagas or mythic legends are interminable, and yet are committed word by word accurately.

It is related that **Mithridates**, the ancient warrior-king, knew the name of every soldier in his great army, and conversed fluently in twenty-two dialects.

Pliny relates that **Charmides** could repeat the contents of every book in his large library.

**Hortensius**, the Roman orator, had a remarkable memory which enabled him to retain and recollect the exact words of his opponent's argument, without making a single notation.

**Seneca** is said to have accomplished the feat of listening to several hundred persons, each of whom gave him a verse; memorizing the same as they proceeded; and then repeating them word for word in the exact order of their delivery and then reversing the process.

Eusebius stated that only the memory of **Esdras** saved the Hebrew Scriptures to the world, for when the Chaldeans destroyed the manuscripts Esdras was able to repeat them, word by word to the scribes, who then reproduced them.

**Scaliger** committed the entire text of the Iliad and the Odyssey, in three weeks.

**Bossuet** had memorized the entire Bible, and Homer, Horace and Virgil beside.



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**Islamic** scholars and many **Muslim** practitioners are able to repeat the entire text of the Quran, letter perfect.

**Bulwer** could repeat the Odes of Horace from memory.

**Ben Jonson** is said to have been able to repeat all of his own works from memory.

**Pascal** could repeat the entire Bible, as well as being able to recall any given paragraph, verse, line, or chapter.

**Landor** is said to have read a book but once, when he would dispose of it, having impressed it upon his memory, to be recalled years after, if necessary.

**Byron** could recite all of his own poems.

**Buffon** could repeat his works from beginning to end.

**Bryant** possessed the same ability to repeat his own works.

**Bishop Saunderson** could repeat the greater part of Juvenal and Perseus, all of Tully, and all of Horace.

**Fedosova**, a Russian peasant, could repeat over 25,000 poems, folk-songs, legends, fairy-tales, war stories, etc., when she was over seventy years of age.

The celebrated "**Blind Alick**," an aged Scottish beggar, could repeat any verse in the Bible called for, as well as the entire text of all the chapters and books.

The newspapers, a few years ago, contained the accounts of a man named **Clark** who lived in New York City. He is said to have been able to give the exact presidential vote in each State of the Union since the first election. He could give the population in every town of any size in the world either present or in the past providing there was a record of the same. He could quote from Shakespeare for hours at a time beginning at any given point in any play. He could recite the entire text of the Diad in the original Greek.

The historical case of the **unnamed Dutchman** is known to all students of entire contents of the book of records which he had written, all from his memory. This man is said to have been able to take up a fresh newspaper; to read it all through, including the advertisements; and then to repeat its contents, word for word, from beginning to end and backward.

**Lyon**, the English actor, is said to have duplicated this feat, using a large London paper and including the market quotations, reports of the debates in Parliament, the railroad time-tables and the advertisements.



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**Asa Gray** knew the names of ten thousand plants.

**Cuvier** and **Agassiz** are said to have memorized lists of several thousand species and varieties of animals.

**Niebuhr**, the historian, was employed in a government office, the records of which were destroyed. He, thereupon, restored the entire contents of the book of records which he had written, all from his memory.

One of the most remarkable instances of extraordinary memory known to history is that of the child **Christian Meineken**. When less than four years of age he could repeat the entire Bible; two hundred hymns; five thousand Latin words; and much ecclesiastical history, theory, dogmas, arguments; and an encyclopedic quantity of theological literature. He is said to have practically retained every word that was read to him. His case was abnormal, and he died at an early age.

**John Stuart Mill** is said to have acquired a fair knowledge of Greek, at the age of three years, and to have memorized Hume, Gibbon, and other historians, at the age of eight. Shortly after he mastered and memorized Herodotus, Xenophon, some of Socrates, and six of Plato's "Dialogues."

**Richard Porson** is said to have memorized the entire text of Homer, Horace, Cicero, Virgil, Livy, Shakespeare, Milton, and Gibbon. He is said to have been able to memorize any ordinary novel at one careful reading.

**Rev. Thomas Fuller** is said to have been able to walk down a long London street, reading the names of the signs on both sides; then recalling them in the order in which they had been seen, and in reverse order.

**De Rossi** was able to perform the feat of repeating a hundred lines from any of the four great Italian poets, given a line at random from their works.

**Professor Lawson** was able to teach his classes on the Scriptures without referring to the book. He claimed that if the entire stock of Bibles were to be destroyed, he could restore the book entire, from his memory.

**Shakespeare** had a vocabulary of twenty-five thousand words, and **Milton** one of twenty thousand, compared to an average person only having up to five thousand.

The Florence librarian **Magliabechi**, is said to have known the location of every volume in the large library of which he was in charge; and the complete list of works in all the other great libraries. He was able to repeat titles of over a half-million of books in many languages, and subjects.



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*There are many cases on record of persons who memorized the words of every known tongue of civilization, as well as a great number of dialects, languages, and tongues of savage races. In nearly every walk of life are to be found persons with memories wonderfully developed along the lines of their particular occupation. Librarians, skilled workers, Bank officers, lawyers, theatrical professions, surely a wonderful feat, and yet one so common that no notice is given to it. In some of the celebrated cases of extra ordinary trained, developed and cultivated memory the degree of recollection manifested is undoubtedly abnormal, but in the majority of the cases it may be seen that the result has been obtained only by the use of natural methods and persistent exercise. That wonderful memories may be acquired by anyone who will devote to the task patience, time and work, is a fact generally acknowledged by all students of the subject. It is not a gift, but something to be won by effort and work along scientific lines. It is not only development of the memory, but also development of the mind itself in several of its regions and phases of activity. It is not merely a method of recollecting, but also a method of correct seeing, thinking and remembering. This method recognizes the truth of the verse of the poet.*

*Even voluntary motion, or motion for a purpose, could have no existence without memory, for memory is involved in every purpose. Not only the learning of the scholar, but the inspiration of the poet, the genius of the painter, the heroism of the warrior, all depend upon memory. Nay, even consciousness itself could have no existence without memory for every act of consciousness involves a change from a past state to a present, and did the past state vanish the moment it was past, there could be no consciousness of change. Memory, therefore, may be said to be involved in all conscious existence, a property of every conscious being! In the building of character and individuality, the memory plays an important part and in the higher activities of thought, the memory comes as an invaluable aid to the individual in marshalling the bits and sections of knowledge he may have acquired and passing them in review before his cognitive faculties, thus does the soul review its mental possessions. So, we see that the cultivation of the memory is far more than the cultivation and development of a single mental faculty—it is the cultivation and development of our entire mental being—the development of our selves. The lines of natural mental action will be followed throughout this training. The idea of this program is not to teach how one may perform “feats” of memory; but, instead, to instruct in the intelligent and practical use of the creative & trained memory in the affairs of every-day life and work.*





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**Memory: Its Importance.** *It needs very little argument to convince the average thinking person of the great importance of memory, although even then very few begin to realize just how important is the function of the mind that has to do with the retention of mental impressions. The first thought of the average person when he is asked to consider the importance of memory, is its use in the affairs of every-day life, along developed and cultivated lines, as contrasted with the lesser degrees of its development. It is true that the success of the individual in his every-day business, profession, trade or other occupation depends very materially upon the possession of a good memory.*

As **Alexander Smith** has said: “A man’s real possession is his memory; in nothing else is he rich; in nothing else is he poor.”

**Richter** has said: “Memory is the only paradise from which we cannot be driven away. Grant but memory to us, and we can lose nothing by death.”

**Lactantius** says: “Memory tempers prosperity, mitigates adversity, controls youth, and delights old age.”

As **Bacon** has said: “All knowledge is but remembrance.”

And **Emerson**: “Memory is a primary and fundamental faculty, without which none other can work: the cement, the bitumen, the matrix in which the other faculties are embedded.

Without it all life and thought were an unrelated succession.”

And **Burke**: “There is no faculty of the mind which can bring its energy into effect unless the memory be stored with ideas for it to look upon.”

And **Basile**: “Memory is the cabinet of imagination, the treasury of reason, the registry of conscience, and the council chamber of thought.”

**Kant** pronounced memory to be “the most wonderful of the faculties.”

As **Beattie** says: “When memory is preternaturally defective, experience and knowledge will be deficient in proportion, and imprudent conduct and absurd opinion are the necessary consequence.”

**Kay**, one of the best authorities on the subject has said, regarding it: “Unless the mind possessed the power of treasuring up and recalling its past experiences, no knowledge of any kind could be acquired. If every sensation, thought, or emotion passed entirely from the mind the moment it ceased to be present, then it would be as if it had not been; and it could not be recognized or named should it happen to return. Such an one would not only be without knowledge, without experience gathered from the past,—but without purpose, aim, or plan regarding the future, for these imply knowledge and require memory.”

**Bain** says: “A character retaining a feeble hold of bitter experience, or genuine delight, and unable to revive afterwards the impression of the time is in reality the victim of an intellectual weakness under the guise of a moral weakness. To have constantly before us an estimate of the things that affect us, true to the reality, is one precious condition for having our will always stimulated with an accurate reference to our happiness.

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**Cultivation Of The Memory** This program focuses on the fundamental intention and idea of pointing out a rational and workable method whereby the memory may be developed, trained and cultivated. Many persons seem to be under the impression that memories are bestowed by nature, in a fixed degree or possibilities, and that little more can be done for them—in short, that memories are born, not made. But the fallacy of any such idea is demonstrated by the investigations and experiments of all the leading authorities, as well as by the results obtained by persons who have developed and cultivated their own memories. But all such improvement, to be real, must be along certain natural lines and in accordance with the well-established laws of psychology, instead of along artificial lines and in defiance of psychological principles. Cultivation of the memory is a far different thing from “trick memory,” or feats of mental legerdemain if the term is permissible. The cultivation of the memory depends upon the practice along certain scientific lines according to well established psychological laws. Those who hope for a sure “short cut” will be disappointed, for none such exists. **Kay** says: “That the memory is capable of indefinite improvement, there can be no manner of doubt; but with regard to the means by which this improvement is to be effected mankind are still greatly in ignorance.” **Granville** says: “The defects of most methods which have been devised and employed for improving the memory, lies in the fact that while they serve to impress particular subjects on the mind, they do not render the memory, as a whole, ready or attentive.” **Fuller** says: “Surely an art of memory may be made more destructive to natural memory than spectacles are to eyes.” Natural systems of memory culture are based upon the fundamental conception so well expressed by **Helvetius**, several centuries ago, when he said: “The extent of the memory depends, first, on the daily use we make of it; secondly, upon the attention with which we consider the objects we would impress upon it; and, thirdly, upon the order in which we arrange our ideas.” This then is the list of the three essentials in the cultivation of the memory: (1) Use and exercise; review and practice; (2) Attention and Interest; and (3) Intelligent Association. When dealing with the various phases of memory, it is urged, first, last, and all the time, the importance of the use and employment of the memory, in the way of employment, exercise, practice and review work. Like any other mental faculty, or physical unction, the memory will tend to atrophy by disuse, and increase, strengthen and develop by rational exercise and employment within the bounds of moderation. You develop a muscle by exercise; you train any special faculty of the mind in the same way; and you must pursue the same method in the case of the memory, if you would develop it.



# MNEMONICS

## THE ART OF MEMORY INSTITUTE



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*... is proud to represent and bring you ... TGIYou*

**TGIYou**  
TGIYou

# “TAP THE GENIUS IN YOU”

**CREATIVE  
MEMORY  
TRAINING**



*“The world’s enigmatic  
best techniques known to mankind to date,  
on ‘Creative Memory & Mind Management  
Training’ would be revealed, enlightened &  
taught in this interactive workshop,  
giving you the practical steps  
on how you can also become a ...*

## *Genius”*

**MASTER YOUR MIND - DESIGN YOUR DESTINY**

**ATTEND THIS POWER PACKED, ENTERTAINING & LIFE-CHENGING EDUCATIONAL PROGRAM WITH MEMBERS OF YOUR ORGANIZATION, COLLEAGUES, FAMILY & FRIENDS**



## *Introduction - TGIYou Program*

*Do you know that the HUMAN BRAIN can outclass millions of Computers, and that the marvelous and extraordinary inborn potential of this physiological maze in the human body –THE BRAIN, is the most highly sophisticated irreplaceable computer, a God given natural gift of Nature?*

*The potential of the human brain has no limits and this anatomical complex part in our human body is programmable to any extent beyond the realm of imagination.*

*The acquisition of knowledge, which is a constant process through the five senses right from ones birth, is stored in this magnificent BRAIN. All our life experiences and situations are the guide for the accumulating of knowledge and for timely use when necessary, in our day to day learning, communication and decision making.*

*Nevertheless, for effective use, one certainly requires to train and develop their memory skills.*

*However, nature has been very kind and just in gifting everyone with an equal amount of all these memory skills but many are yet untrained to tap its great potential.*

*In case of an average person, these skills are not properly nurtured, developed or trained, but among those successful personalities, leaders, and visionaries these memory skills are sharpened, disciplined, cultivated and trained continuously.*

*“It is the disorganization in our mind, not the amount of material that hinders memory....*

*Long-term memory is relatively permanent, and has a virtually unlimited capacity”*

*“Memory Filing System” the ancient, rediscovered secret is the solution, to program the brain.*



## Course Content - TGIYou Program

**Memory Filing System;** Be taught the right route for improving Mnemonic Faculties to Improve Organizational Mind for outstanding Career and Academic achievement & elevate brain health to attain Intellect Proficiency & Expertise.

**Accelerative Learning Techniques:** Secure high marks at exams; Speed Reading, Image Streaming, Guided Imaginary Technique, Vocabulary & Phonetic Systems.

**Integrated Personality:** Superior Inventive & Creative Power, Enhanced Imagination & Brain Storming, Ingenious Problem Solving, Innovative Rational Thinking, Crystal Clear Decision Making, Advanced Visualization, Optimize Time Management.

**Multiple Intelligence Techniques:** Improve intelligence and conscience to simply become a “better person”, after all “we are what our brains are”. Be your “best-self” with family, friends and colleagues, every-where, every-time.

**Brain Rhythms:** Mind Relaxation Therapy, Self-confidence & Positive Mental Attitude, Sharpen Attention & Interest, be in a Happy frame of mind ALL or most of the time.

**Memory Capacity Maximization:** Enhance the power of Creativity & Intelligence, Improved Idea Generation, Better Stress Management, Alienate Addictions, and Boost Brain Power through exercise, nutritious diet, supplements and therapies.

**Reflexology of Mind:** Stimulate your brain to Improve Concentration & Will Power.

**Mind Mapping Technique:** Holistic way to use our brain to its optimum potential.



## *Benefits - TGIYou Program*

### **1. Memory Filing System;**

- 01) Outstanding Career and Academic Achievements*
- 02) Attain Intellect Proficiency & Expertise*

### **2. Accelerative Learning Techniques:**

- 03) Secure high marks at exams*
- 04) Speed Reading*
- 05) Image Streaming & Photographic Memory*
- 06) Guided Imaginary Technique for memorizing anything*
- 07) Vocabulary Systems: superior power in speech*
- 08) Phonetic Systems: remember everything said and heard*

### **3. Integrated Personality:**

- 09) Superior Inventive & Creative Power*
- 10) Advanced Visualization*
- 11) Ingenious Problems Solving*
- 12) Crystal Clear Decision Making*
- 13) Highly Innovative Rational Thinking*
- 14) Enhanced Imagination & Brain Storming*
- 15) Optimize Time Management; so that you have time for everything*



*Cont ... Benefits - TGIYou Program*

**4. Multiple Intelligence Techniques:**

16) *Improve intelligence & conscience*

**5. Brain Rhythms:**

17) *Mind Relaxation Therapy*

18) *Develop High Self-confidence & Positive Mental Attitude*

19) *Sharpen Attention, Interest, Enthusiasm & Observation*

20) *Be in a Happy frame of mind, ALL or most of the time*

**6. Memory Capacity Maximization:**

21) *Enhance the power of Creativity & Intelligence*

22) *Improved Idea Generation*

23) *Better Stress Management*

24) *Alienate Addictions*

25) *Boost Brain Power - exercise, nutritious diet, supplements & therapies*

**7. Reflexology of Mind:**

26) *Improve Concentration & Will Power*

**8. Mind Mapping Technique:**

27) *Use our brain to its optimum potential*



## *Our Expert & Specialist TGIYou Trainer-Profile Summary*

*Mr. Zafer Mahmood*

*Director / Trainer of K M International Mind Power Research & Training Institute - India, is a pioneer in the field of “Creative Memory and Mind Management” and a dedicated expert trainer for Mnemonics.*

*An Engineer by profession. a Soldier by experience & a Trainer by Choice.*

*A passionate teacher, to touch the lives of many by imparting valuable knowledge on memory techniques, resulted in training at several educational institutes on "how to study effectively, face examinations confidently and perform efficiently" resulting in many thousands of school & university students and professionals scoring exceptionally high marks in their examinations.*

*A powerful speaker and a specialized trainer over the last decade on the subject of creative memory and mind management, he has been highly commended for his extra-ordinary and exceptional training skills by public and private sector organizations in the academic, professional, industrial and business sectors in 10 countries of Asia, the Middle and Far East.*

*His innovative ways of conducting training programs have resulted in many participants including students, teachers, managers & business leader, professionals such as doctors, lawyers, accountants, scientists and artists of varying fields, gaining knowledge of "How to maximize memory power & enhance your inherent dynamism"*





**TGIYou**  
TEIhon

**“TAP THE GENIUS IN YOU”**

**CREATIVE  
MEMORY  
TRAINING**



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*We have conducted TGIYou in ...*

*We intend to conduct  
TGIYou in ...*





TGIYou  
TELEVISION

“TAP THE GENIUS IN YOU”

CREATIVE  
MEMORY  
TRAINING



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## *Some of many concluded TGIYou programs*

*Professional Experience as a Trainer, Since 2002 in 30 cities of India, and internationally in 9 countries, training more than 30,000 participants.*

### **India:**

#### *Professional Organizations:*

*Scientist of ISRO [India's Space Research & Development Organization] India 2006*

*Scientist of DFRL [Defense Food Research Laboratory] Mysore, India 2006*

*Scientist of CSRTI [Central Sericulture Research & Training Institute] India 2004*

#### *Visiting Training Assignments:*

*JSS Medical College and Hospital, Mysore since 2005*

*JSS Nursing College, Mysore 2003 - 2008*

*Venkateshwara PU College, Hassan Since 2003*

*SDM Women College, Mysore 2002 -2008*

*Bahubali College of Engineering, Shravanabelagola 2006 - 2007*

*First Global Knowledge Center Sri Lanka 2008 - 2011*

#### *Ayurveda Colleges:*

*J S S Ayurveda College, Mysore 2012*

*Govt. Ayurveda College, Mysore 2008*

*Nursing Colleges: More than 50 Nursing Colleges Covered in Various cities such as Mysore, Hassan, Mandya, Mercara, Gundalpet, Tiptur, Ramanagar, Bangalore, Chanaraypatna, T.Narsipur, Kollegal, Moodbidri, Etc. Since 2002*



*Cont ... Some of many concluded TGIYou programs*

*Pharmacy Colleges:*

*J S S Pharmacy College, Mysore 2004*

*D.R. Karigowda College of Pharmacy, Hassan 2005*

*Sharda Vilas Pharmacy College, Mysore 2008*

*Farooqia Pharmacy College, Mysore 2010*

*Law Colleges:*

*Vidyavarthaka Law College, Mysore 2003*

*J S S Law College, Mysore 2010*

*Schools, Colleges & Universities:*

*University of Mysore: Department of Studies In Psychology Mysore 2004*

*B.Ed. Colleges, D.Ed. Colleges, Polytechnics, Degree Colleges, Pre University , High Schools & In house programs in Various cities of India and 9 overseas countries.*

**OVER SEASES**

**1. Sri Lanka:**

*Zahira College, Colombo 2008*

*ILMA Int'l School, Colombo 2008*

*First Global Knowledge Centre, Colombo 2008 -2011*

*Department of Immigration & Emigration 2011*

*Tourism & Hotel School, Colombo 2011*

*Gateway International College, Colombo 2011*



*Cont ... Some of many concluded TGIYou programs*

**2. Maldives:**

*Hiriya School 2010*

*Centre for Higher Secondary Education 2010*

*Tajajudeen School 2010*

*Majeesiya School 20102*

**3. Oman:**

*Ministry of Health Oman specialized Nursing Institute, Muscat 2007*

*Al Amal Medical & Health Care Centre, Muscat 2007*

*Al Moheet Polyclinic, Muscat 2007*

*Indian School, Muladha 2007*

*Oman Shipping Company 2007*

*Indian School Al Seeb 2003*

**4. Qatar:**

*M E S Indian School, Doha 2008*

*Srilankan School, Doha 2008*

*Doha Bank Managers 2008*

**5. U A E:**

*Al Sadiq Islamic English School, Dubai 2008*

*The Central School, Dubai 2008*

*Phonex Business Solutions, Abu Dhabi 2012*



*Cont ... Some of many concluded TGIYou programs*

**6. Bahrain:**

*P.U. School, Manama 2010*

*Discover Islam Centre, Manama 2010*

*Ernst & Young, Seef District 2010*

**7. Kuwait:**

*Srilankan Community Centre 2011*

*Indian School 2011*

*American University – Commerce Dept. 2011*

**8. Saudi Arabia:**

*Indian School, Jeddah 2007*

*Dammam Community College 2012*

*Al Munna Int'l School, Dammam 2013*

*Modern International School, Riyadh 2013*

*DUNES Int'l School, Al-Khobar 2013-14*

*Gulf Int'l School, Al Khobar 2013*

*Creative Academy, Dammam 2013-14*

**9. Hong Kong:**

*University of Hong Kong 2014*

*Islamic Union of Hong Kong 2014*



## *Few of many testimonials - TGIYou Program*

*“Mr. Zafer Mahmood, conducted the training program on Creative Memory and Mind Management for the Senior Executives of Master Control Facility, during April 7-9, 2006 at MCF - Hassan Campus. From the participants’ feedback, it is observed that the content coverage, training methodology and adequacy of sessions have been good and beneficial”* **B V Kanade - Group Director, India Space Research Organization (ISRO) Government of India, Department of Space, Master Control Facility.**

*“We found the program especially scientific memory techniques, study techniques, creative learning was very much beneficial and fruitful to the Mental Health Nursing Students & Faculty Staff “* **A B A Al Rubaiey - Dean, Oman Specialized Nursing Institute, Ministry of Health, Sultanate of Oman.**

*“Excellent and very interesting training program that all participants were very much benefited”* **DR. R.K. Rajan -Joint Director Central Sericulture Research & Training Institute**

*“His presentation on the topic was excellent and a thrilling experience”*  
**DR. G. Venkatesh Kumar - Chairman - Department of Studies in Psychology University of Mysore**

*“His training was well received and much appreciated”* **R. E Sunraj - Principal Indian School - Alseeb - Muscat.**

*“The students who were trained for a short time displayed their ability to recall their lessons by memory easily. I wish Zafer Mahmood all success in his important role of being a memory trainer”* **T.R. Mohanan - Acting Principal - Indian School**

*“I am sure that the students of our Law College have been benefited and motivated by his scholarly lecture. I take this opportunity to thank him and wish that his services be utilized by our younger generation everywhere”* **Dr. C. A. Gurudatta. Principal Vidya Vardhaka Law College.**


*“A wonderful, rejoicing program I have ever come across, I am very happy with my new enthusiasm and newly acquired knowledge”*  
**K.T. Divyashree - Student**

*“The whole course was extra-ordinary I felt that I am improving in my studies day by day”* **Poonam -Student**

*“It was unique; I felt I have gained some power & miracles”* **Vashnvi – Student**



### Few of many testimonials - TGIYou Program



ISRO  
भारतीय अंतरिक्ष अनुसंधान संगठन

Government of India  
Department of Space  
**Master Control Facility**  
PO #66, Hassan - 573 201, India  
Telephone : 08172-259001 to 07  
Fax : 08172-259016

**B.V. Kanade**  
Group Director - Programme Planning, User Interface & Commercial Services


April 10, 2006

**To whomsoever it may concern**

This is to certify that Mr. Zafer Mahmood, Director-Training, K.M. International Mind Power Research & Training Institute, Mysore has conducted a three-day training programme on "Creative Memory & Mind Management", for the Senior Executives of Master Control Facility during April 7-9, 2006 at MCF -Hassan campus.

From the participants' feedback, it is observed that the content coverage, training methodology and adequacy of sessions have been good and beneficial.


Our best wishes for their further programmes.

  
 (B.V. Kanade)

श्री बी व्ही कानडे B V Kanade  
ग्रुपु डायरेक्टर (पीयूजी)  
Group Director (PUC)  
पुण्य निबंधन सुविधा  
Master Control Facility  
हसन HASSAN-573 201

भारतीय अंतरिक्ष अनुसंधान संगठन Indian Space Research Organisation

Sultanate of Oman  
Ministry of Health  
Directorate General  
of Education & Training  
Oman Specialized Nursing Institute



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ  
رَبِّكَ الرَّحْمَنُ  
وَالْمَدِينَةُ الْعَامَّةُ الْبَلَدِيَّةُ وَالْمَدِينَةُ  
مُحَمَّدٌ هَافِيَانِ الْبَلَدِيَّةُ وَالْمَدِينَةُ

MOH/DGET/OSNI/2007/420

6 Shaaban 1428  
August 18, 2007

Mr. Zafer Mahmood  
Memory Trainer  
Mysore, India

**LETTER OF APPRECIATION**

After Compliments,

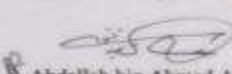
We would like to place on record our sincere gratitude and appreciation for taking time to conduct a five days training program on "Creative Memory and Mind Management" for the Post Basic Mental Health Nursing students and faculty from 15<sup>th</sup> to 18<sup>th</sup> July 2007 at our Institute.


We found that this program especially scientific memory techniques, study techniques, creative learning is very much beneficial and fruitful to the participants.

We look forward to more such programs for the benefit of students and staff.

Thank you.

Yours sincerely,

  
 Abdullah bin Ahmed Al Rubaiey  
Dean



cc : Director General, DGET  
M.Oh  
ODNOCW

PO Box : 254161 Al-Mina, Postal Code : 114  
Tel : 24571225 / 24562085, Fax : 24562086  
E-mail : osni@dget@hotmail.com

صندوق بريد : 254161 ميناء ، الرمز البريدي : 114  
هاتف : 24571225 / 24562085 ، فاكس : 24562086  
البريد الإلكتروني : osni@dget@hotmail.com



**TGIYou**  
TELEVISION

**"TAP THE GENIUS IN YOU"**

**CREATIVE  
MEMORY  
TRAINING**



*Few of many testimonials - TGIYou Program*

 **ALVA'S COLLEGE OF PHYSIOTHERAPY**  
A Unit of Alva's Education Foundation (R)  
MOOBBIDRI - 574 227, D.K.  
Phone : 08258-236104 - 238111 (8 Lines) Fax : 08258-236731, E-mail : alvas@sanctamati.in

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Ref: ACP/OP/2006/OL 001 Date: 01.06.2006


**TO WHOM SO EVER IT MAY CONCERN**


*Mr. Zafer Mahmood, Director of K.M. International, Mind Power Reaserch Institute, Mysore has successfully conducted a 'CREATIVE MEMORY AND MIND MANAGEMENT TRAINING PROGRAMME' to the students of our college from 29<sup>th</sup> May 2006 to 31<sup>st</sup> May 2006.*

*The students observed that the training programme has benefited in over all development and helpful in future carrier too.*

*I thank and wish him more success in his future memory training programmes.*

   
**Principal**  
Alva's College of Physiotherapy  
Moozbidri - 574 227

 **UNIVERSITY OF MYSORE**  
**DEPARTMENT OF STUDIES IN PSYCHOLOGY**

 **MANASAGANGOTRI**  
MYSORE - 570 006  
Date: 19/2/04


No. MS / PSY /  
Date: \_\_\_\_\_  
From  
The Director  
Department of Studies in Psychology  
Manasagangotri  
MYSORE-570 006

To \_\_\_\_\_

February 19, 2004

**TO WHOMSOEVER IT MAY CONCERN**

This is to certify that Mr. Zafer Mahmood, Director, K.M. International, Mysore, gave a program on Creative Memory & Mind Management to the Faculty, Research Scholars and Students of the Department. His presentation on the topic was excellent and thrilling experience. I am sure the participants have benefited by this program. I wish him all success in his future endeavors.

  
**(Dr. G.VENKATESH KUMAR)**  
CHAIRMAN





### Few of many testimonials - TGIYou Program



المدرسة الهندية الملحة  
**Indian School, Muladha**

Affiliated to the Central Board of Secondary Education, Delhi, India (Affiliation No. 61307)

ISML/074/122  
11<sup>th</sup> February 2007

#### TESTIMONIAL

Ref. : Mr. Zafer Mahmood

This is to certify that Mr. Zafer Mahmood, Director-Training, K.M. International Mind Power Research & Training Institute, has conducted a programme on Creative Memory Techniques and Management from 3<sup>rd</sup> Feb. to 11<sup>th</sup> Feb. 07 at Indian School Muladha. His programme is really effective to all the participants and they testify the fact that attending the programme made them different students. Students feel enhanced in their power of memory, self-confidence and behaviour. This programme includes different practical memory techniques of association, visualization, memory filing system and mind mapping.

The programme was conducted very successfully and the resource person is of high proficiency and caliber in all the modules, which he presented. He demonstrates and interacts with students in a very jovial way and students do not feel bored at any point of time.

I wish him all the best in his future endeavours.

*M. U. Abraham*  
Principal



OSC/ADMIN/55/07

10<sup>th</sup> of April, 2007

To Whom so ever It May Concern

#### CERTIFICATE

This is to certify that Mr. Zafer Mohammed, Director of Training - India, gave a live demonstration & training contents of a program on creative memory & mind Management on the 7<sup>th</sup> of April, 2007 and his presentation was very informative.

Thank you,  
For Oman Shipping Company (S.A.O.C)

*Mazin Al Lawati*

Mazin Al Lawati  
Acting Head of HR & Administration





## *Proposal - TGIYou Program*

*TGIYou - CREATIVE MEMORY & MIND MANAGEMENT training program specializes in developing the most important resource on this planet; the Human Resources Empowerment through soft skills training and study-techniques aimed at developing extraordinary Mnemonic Faculties (Mind & Memory Power) for learners in their academic fields and professionals and officials in various career and managerial spheres, for better intellect, productivity, creativity, and total efficiency.*

*This unique course is a scientific breakthrough and systematically oriented programme dwelling in-depth in behavioral science, and no doubt this program brings about an exciting overall change in one's life to discover the inner qualities and talents that can be developed, trained and strengthened. This Program enables the individuals lives to become more meaningful, exciting and for self-actualization to make an immense difference not only in their lives but also that of others.*

*Decision making today, on any training program needs thorough review of the credentials and credibility of the trainer, mainly to ensure that there is more than value for money in the program that is offered. Giving due respect for such assessment prior to decision making, we hereby give you an opportunity to witness the prodigy of a 90 minutes TGIYou Introductory Demonstration for the benefit of the participants, management and the decision makers of your organization.*

*In addition, we have identified a number of FAQs (Frequently Asked Questions) associated to any Training Program, in developing this proposal for your kind perusal, which will help you to decide at ease.*



*Logistics - TGIYou Program*

<b>PROGRAM &amp; DURATION SCHEDULE</b>	<b>FEES &amp; # OF PARTICIPANTS</b>	<b>OUR RESPONSIBILITIES</b>	<b>YOUR RESPONSIBILITIES</b>
<p><b>FREE</b></p> <p><b>TGIYou Introductory Demonstration</b></p> <p>90 minutes (On prior - arrangement)</p>	<p><b>FREE</b></p> <p><b>All Members of Organization / Institute are encouraged to attend.</b></p>	<p><i>* To deliver a satisfactory &amp; successful program, giving more than value for money.</i></p>	<p><i>* To appoint a coordinator for the program.</i></p>
<p><b>TGIYou Training Program</b></p> <p>5 Days (continues) 20 hours Program 4 hours per day</p> <p>( Academic - Mornings: 9 am - 1 pm ) ( Corporate - Evenings: 6 pm - 10 pm )</p> <p>(Please confirm early, as the morning &amp; evening sessions each can only accommodate 2 programs in this TGIYou Sri Lanka tour)</p>	<p><i>To give more than value for money:</i></p> <p><i>A special fee package to the organization can be mutually agreed.</i></p> <p><i>However if the fee is to be borne by individual participant, then it depending on the number of participants.</i></p>	<p><i>* Produce the maximum number of “GENIUSES” for the continues improvement of the “TGIYou Graduate”, the Organization and the Society.</i></p>	<p><i>* Logistic support - auditorium or conference hall facilities, cordless microphone sound system, projector &amp; screen, white board &amp; markers.</i></p> <p><i>* Drinking water and light refreshments for program participants.</i></p>



FAQs - TGIYou Program

FAQs (FREQUENTLY ASKED QUESTIONS)

ANSWERS (Please refer Slides)

Why should we invite all members of the institute or organization for the 90-minutes FREE TGIYou Introductory Demonstration?

[Slide : 21](#) ; Course Content - TGIYou Program  
To give an equal opportunity to all...to avail the prospect of having ...  
“a stroke of genius”

Why should we attend and encourage others to follow the TGIYou Training Program, after the FREE TGIYou Introductory Demonstration?

For the continues improvement of...the “TGIYou Graduate” individual member of the organization, the Organization as a whole and the Society at large.

What do the participants learn in this TGIYou Training Program?

[Slide : 22](#) & [Slide : 23](#) ; Benefits - TGIYou Program  
You will learn all the techniques and practices to become a GENIUS ...  
After that for anything & everything ...  
YOU would say ... “it doesn’t take a genius to ...”

How will the TGIYou Training Program help in the day to day activity of the members of Academic , Professional, Corporate, Business or any type of organizations in the public and private sectors?

Not only will this program help all participants to attend to daily tasks ‘better’, but will help to achieve life’s goals, seemingly effortless and to make a ‘positive difference’ in their lives by nurturing something profoundly and essentially human.

How many participants can be in a batch?  
What age groups can attend this Program?

Students above of 12 Years - Batches not exceeding 200  
Adults - Preferably batches not exceeding 100

What is the cost of this Program?  
What is the duration of this Program?  
How do we decide on a date, time and venue?

[Slides : 35](#) ; Logistics & [Slide : 38](#) ; Contact  
Please contact for further  
Information or clarifications.



## Cont ... FAQs - TGIYou Program

FAQs	ANSWERS (Please refer Slides )
Will the participants get a “Certificate of Participation”?	Not only a certificate, they will get some medals too... and of course the priceless and extra ordinary creative memory and mind management knowledge for life-time.
Who will conduct this Program?	<a href="#">Slide : 24</a> ; Expert Specialist Trainer - Profile Summary The specialist in the subject matter. See his profile and assess him during FREE live TGIYou Introductory Demonstration..
Is TGIYou Program conducted for the first time in this country? Where else has it been conducted and plans for the future?	<a href="#">Slides : 25 - 29</a> ; Past Programs See some of the past TGIYou Programs successfully concluded.
How was the response from the participants?	<a href="#">Slides : 30 - 33</a> ; Testimonials See some of the responses highlighted, there are many more.
Is it difficult to learn the skills?	Nothing good in life is easy! If anybody can do it, then you can too! Watch Joshua trains for 1 Year & becomes USA Memory Champion 2006 <a href="http://www.ted.com/talks/joshua_foer_feats_of_memory_anyone_can_do">http://www.ted.com/talks/joshua_foer_feats_of_memory_anyone_can_do</a>
Can guarantee that I will learn the skills?	Yes, 50% money-back guarantee if not satisfied at end of the first day.
Is TGIYou affiliated to any institution?	<a href="#">Slide : 54</a> ; Yes, to many institutes such as CIMA Sri Lanka
Have other questions related to TGIYou?	<a href="#">Slide : 38</a> ; Contact Details Please contact for further information or clarifications.



TGIYou  
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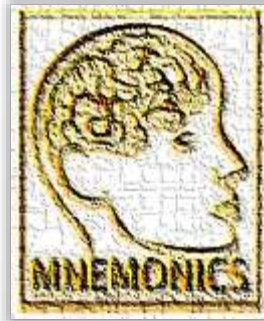
“TAP THE GENIUS IN YOU”

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MEMORY  
TRAINING



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*Contact Details - TGIYou Program*



**MNEMONICS**  
THE ART OF MEMORY  
INSTITUTE

***Thank you very much for giving us this opportunity, to bring to you this TGIYou workshop proposal, and await your early confirmation to avail of this life changing prospect.***

***R. A. Murad Fahmy AICM, MABE(UK), EDDBA(University of Colombo)***

**Telephone: +94 (0)77 0587676 / +94 (0)11 2914720**

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“TAP THE GENIUS IN YOU”

CREATIVE  
MEMORY  
TRAINING



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India

*Some Snap Shots of - TGIYou Program*

Scientist of DFRL (Defense Research Laboratory) Mysore



Picture not allowed of TGIYou for

- Scientist of ISRO (India Space Research Organization)
- Scientist of CSRTI (Central Sericulture Research & Training Institute)
- of The Government of India



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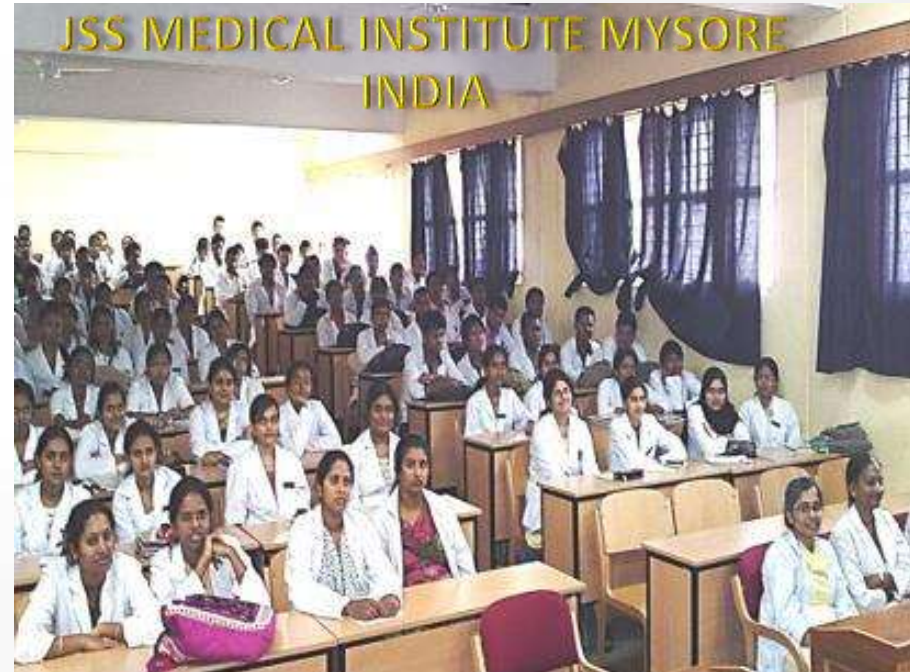
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JSS MEDICAL INSTITUTE MYSORE  
INDIA



One of many schools in India



DENTAL COLLEGE  
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CREATIVE ACADEMY  
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KING FAHAD University KSA



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Bahrain



CORPORATES



INDIAN SCHOOL MANAMA

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Qatar



SRI LANKA SCHOOL  
DOHA - QATAR



MES INDIAN SCHOOL  
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United Arab Emirates

CENTRAL SCHOOL - DUBAI



PHONEX BUSINESS SOLUTIONS –  
ABU DHABI





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MINISTRY OF HEALTH



Oman

INDIAN SCHOOL MUSCAT -  
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Kuwait

AMERICAN UNIVERSITY - Kuwait



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Hong Kong

THE UNIVERSITY  
OF HONG KONG







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Maldives



Picture not available: TGIYou for Centre for higher Secondary Education :  
Attended by Dr. Abdulla Nazeer - Deputy Minister of Education, Republic of Maldives



Sri Lanka

GATEWAY INT'L  
SCHOOL

Emigration & Immigration Dept Sri Lanka  
CEO & Senior Executives



FGKC





ILMA INT'L SCHOOL



ZAHIRA COLLEGE



## ROTARY CLUBS



Hotel School - Galle



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Lyceum Int'l School



Amana Takaful Insurance



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Trainer: Mr. Zafer Mahmood, Director/trainer of K M International Mind power Research and Training Institute India, is a pioneer in the field of "Creative memory and mind management". His innovative ways of conducting training programs since the year 2002 have resulted in thousands of participants from diverse organization in 10 countries gaining knowledge on "How to maximize memory power and enhance your inherent dynamism".

Date: 20 March 2015  
Time: 5.30pm- 7.00pm  
Venue: Auditorium CIMA Sri Lanka

Registration is free of charge and limited seats are available on first come first served basis, please email your CIMA, contact ID and name in full to [zafer@kmiindia.com](mailto:zafer@kmiindia.com)

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- ✓ **Time-Management** and **Stress-Management** through mind relaxation therapies.
- ✓ **To develop an Integrated-Personality** through **Multiple-Intelligence-Techniques.**
- ✓ **Holistic brain optimization potential** through **"Memory Filing System"**



Affiliated with **CIPITA** Sri Lanka

Trainer: **Zafer Mahmood,**

Director of K M International Mind Power Research and Training Institute - India, is a pioneer in the field of **"Creative Memory & Mind Management"** His innovative ways of conducting training programs since the year 2002 have resulted in thousands of participants from diverse organization in 10 countries gaining knowledge on **"How to maximize memory power and enhance your inherent dynamism"**

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## PLEASE NOTE

In Respecting Requests of  
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It Cannot Be Mentioned In This Presentation,  
The Countless TGIYou Programs  
Conducted In Various Countries For Sensitive;  
Persons, Groups, Societies, Institutions,  
Organizations, Departments, Agencies,  
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