

...with a lot of things. The most common will be typical, a

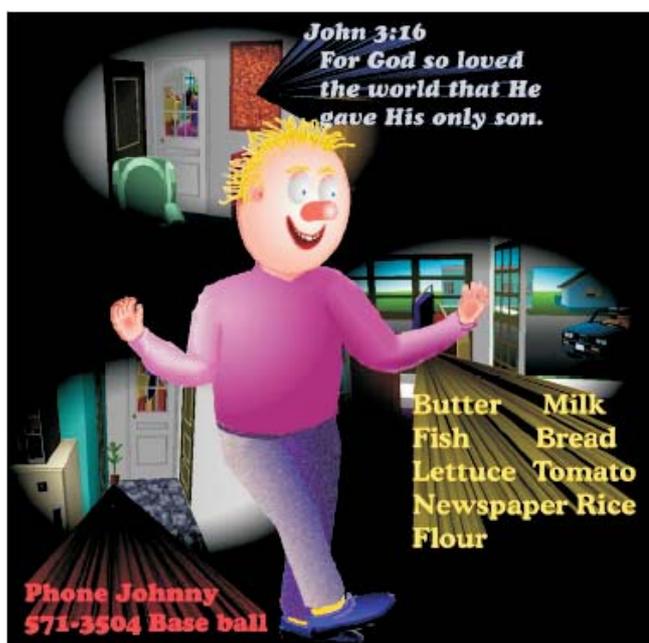
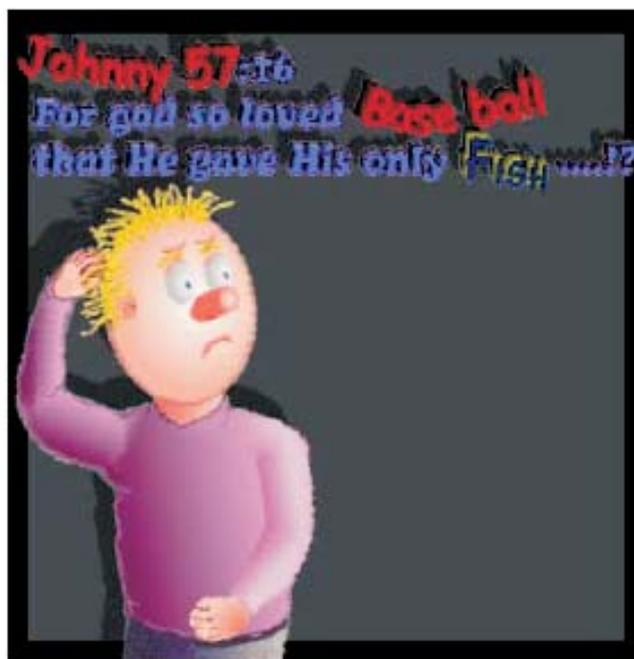
John 3:16
For God so loved the world
that He gave His only son.



We are constantly bombarded with a variety of information that we need to learn.

...unication,

Often, aspects of the different items get mixed up in our minds, with the results being a confused jumble of nonsense.



Our system was designed to help sort information as it comes in, categorizing it in our notes and in our minds, so that this kind of mental clutter is avoided.



Owner's Manual to the Brain

C.L.Pudney

Opening Your Mind to the Power of Learning & Recall





The Proof is in...
the Pudding!



Owner's Manual to the Brain

Quick Start

Start is designed to teach the basic tools for study and memorization in order to put to use as quickly as possible. It includes step-by-step exercises as well as a Quick Reference and worksheet that you can print off and take with you when you want to do manual studies without access to your computer (i.e. in class or at the

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Opening Your Mind to the Power of Learning & Recall



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Sample Worksheet.....



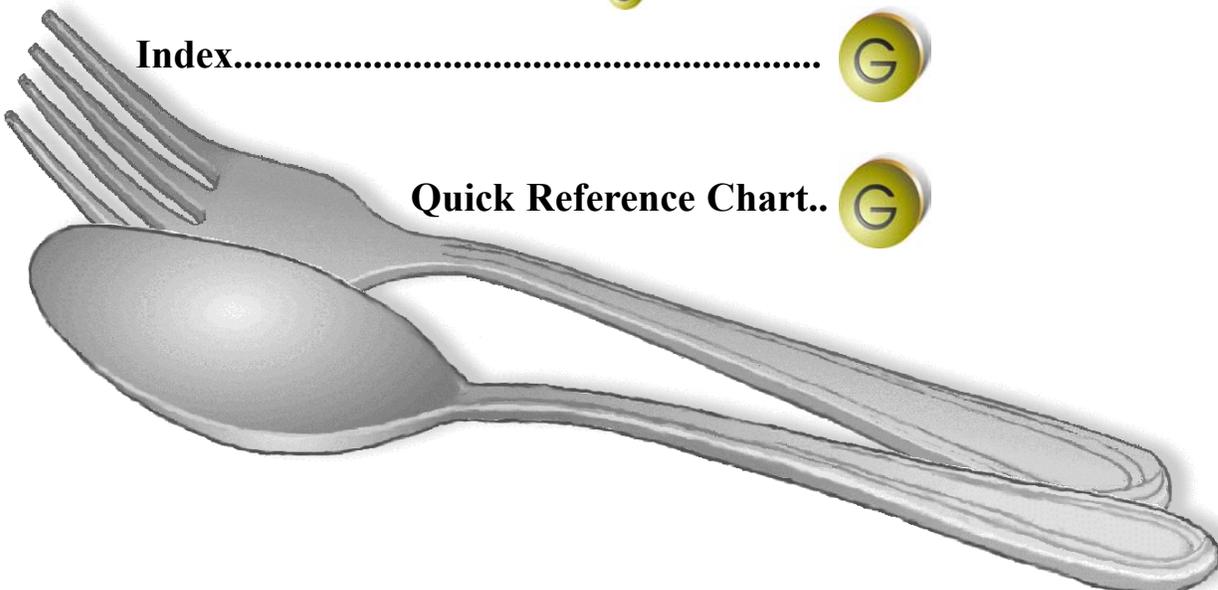
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Owner's Manual to the Brain

Systems Operational Guide

...e has the capacity to learn. We present ... systems, at the same time showing you ... apt these and other systems to help ... own tailor-made learning style, maximising ... ability to gain and retain knowledge. ... covered in Quick Start is also covered in ... nual, but in more depth. In addition, the ... helps you identify and appropriate the ... hniques for your personal needs, ... nal and alternative study methods.

C.L.Pudney

Opening Your Mind to the Power of Learning & Recall



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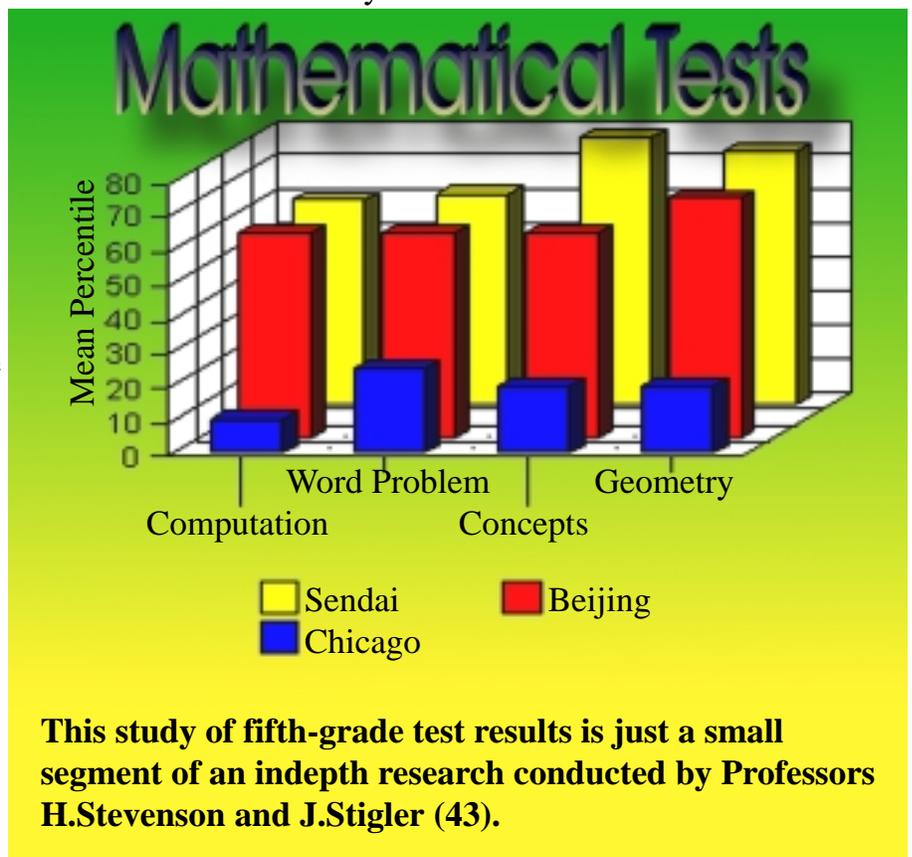


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Take Control of Your Future!

We are in an age of learning. For many, learning has already become the requirement to survive, and as we step further into the automated, computerized age there will no longer be jobs which require no skills. With the current open market system, we now compete with robots and cheap labor assembling cars in Japan, Mexico, Poland and Malaysia; shoes from Guatemala, Poland, Brazil and Indonesia; clothes, toys and computer parts from China, Indonesia, Malaysia, Taiwan, etc. The more we enter into this age, the more we compete against this cheaper and in many cases significantly better educated¹. Stevenson and Stigler in their book “The Learning Gap,” accurately compare the failings of Western Education methods to the achievements gained in many of the Asian educational systems, and what can be learned. What business, having the choice, would pay at least four times the wages for a worker who is less skilled? More and more, our **survival will relate to our abilities to rapidly reeducate and relearn skills** to fit into this rapidly changing environment. We have to be able to gain knowledge at the excruciating speed of these continuous changes. Unfortunately, the mammoth educational systems in their cumbersome ways are slow to change their methods, and with their “Bell Curves” and “IQ tests,” **up to 50% of the student are failing to meet the needs of these changing environments**². The schools aim for the masses, but we are all individuals with individual ways of learning. If we don’t “click” into the mass education production, we also will become one of its failures. We must be able to learn to survive. The good news is that there is much information now available about our indi-



¹Stevenson and Stigler in their book “The Learning Gap” accurately demonstrate the failings of Western Education methods to the achievements, gained in many of the Asian education systems, and what can be learned.

²Gordon Dryden and Dr. Jeannette Vos in “The Learning Revolution” cover these problems in depth.



You Have the Ability!

Researchers agree that the human brain is a much underutilized instrument with **enormous capabilities**. Dr. Donald (professor of psychology and former director of Colgate Psychological Research Laboratory) and Eleanor Laird, authors of "Techniques For Efficient Remembering," estimate that we can have an average of 10,000 thoughts and only a very small percentage of those do we ever actually remember (36). Dr. David Samuels of Weizmann University has estimated that there are between 100,000-1,000,000 different chemicals reacting in brain. The average brain has 10,000,000,000 to 15,000,000,000 individual neurons or nerve cells allowing possibly as many as 10^{28} interconnections in the brain. When learning and memorizing, we tap into this massive storehouse. Indications are now that all we are doing is just scraping the surface.

This means that our long term memory has an almost infinite amount of storage capacity and some, such as Laird Cermak, PhD. (author of "Improving Your Memory") will even classify this as limitless (21).

Does a virtually limitless memory indicate the capacity of the brain for learning information? Learning information is different from remembering information as learning involves how to use the information - compiling and drawing conclusions from the information and fitting it together with previously learned and memorized information. Memory is the ability to recall information, but it doesn't necessarily mean that a person will know how to use the information. To learn is to be able to do both.

The intelligence quotient (IQ) test has been used for many years by schools and other learning institutions to determine the capacity for learning and is often used as an indication of intelligence. But as often indicated by very qualified people (Dr. R.J. Sternberg, "Thinking Styles"; Prashnig; Buzan; Dryden & Vos; etc.) the tests do not give a real indication of a person's mental ability. Some of the underlying factors to consider are the environment they come from, their education, the person's motivation, and their alertness and tension at the time of testing; these are not always revealed to anyone's full awareness at that moment. (Some of these problems will be mentioned in greater depth later). Still, the results indicate a huge, untapped potential within the brain, just waiting for information to be learned, and stored.

There are two dominant theories on **how our brain stores information**.

One theory claims that once we have gathered the information, it goes through two main storage processes - long and short term memory. As the names indicate, the information can be retained for a short time or enter into long term storage. Obviously, if we want to retain the information, we want it to enter into long term memory.

This basic process is indicated in the following chart on the next page.



Grabbing Hold of the Information

with you, or you simply don't understand it, again relating to the style the information is presented or possibly you lacked the foundations needed to understand it. One advantage to studying with a fellow student is that this will usually increase the different learning styles and learned information available, allowing a different perspective on the information. Therefore, a **study partner** may understand the areas you are weak in and be able to "translate" the material into a style better suited to your understanding and fill in any information gaps. Another time, your friend may not catch on, and you will be able to help. However, I usually prefer to study on my own as I find having others around distracting.

Additional books, videos, or other resources can be an alternative help for the same reasons. Understanding the information is crucial to retaining it for any length of time. Even finding the reason for a certain classification or behind the creation of terminology can create more understanding, and add importance to the term. This then increases the remembrance of it. I highly recommend that you get yourself a comprehensive dictionary and encyclopedia (preferably software program). **Remember, an understanding of a concept is more likely to stick with you** for the rest of your life, while a term, a name, or any other abstract piece of information will normally be part of the seventy per cent of information forgotten two years after first learning it (unless it is revised, or put to practice, or you utilize some of the other methods discussed later on). Once the information is learned, notes are formed, based on the ability to trigger an accurate recall at a later stage.

Being able to form notes - picking out the key words or points from a lecture, sermon, book, presentation, etc. is the most basic foundational requirement to

any memorization
memory that you
with Dr. Peter M
75% of the cont

The Owner's Manual to the Brain is a highly researched set of books, utilizing the latest study and memorization methods as well as tried-and-true techniques that date back hundreds - even thousands of years!

For those of us who don't have an instant memory, the key to good note-taking is to **capture the emphasis** of what is being said, and to personalize it to suit your style of learning. This is equally applied to handouts or books - **personalize it!** For instance, presenting the notes in your own drawings, diagrams or pictures, as with a technique called "**Mental Flow Charts**" or better known as "**Mind Mapping**" could well suit your style. Mind Mapping is a process popularized and claimed as his own invention by Tony Buzan. Unfortunately a number of others have similar claims, such as Michael Gelb, or even further back (most likely the true originator), an Italian scholar Camillo in the 1540's. Camillo developed what he called **Memory Theaters**. This is described in detail by J. Spence (20). Memory Theater could be considered a "fuller" system compared to Mindmaps, in that it utilizes some aspects of the 2500 year old Loci System (I describe the Loci System in depth in later chapters) giving you the option of tying the information to "solid" locations



Learn to Learn

Education - classes with students can be traced back thousands of years, originating with the teaching of religion and the traditions of the ancient societies. Even 4000 years ago, the students had to sit exams. This Chinese system of civil-service examination was used right up to the turn of this century - well, if something gets the results you want, you stay with it! The beginning of the 20th century saw changes in thinking towards what was called Progressive Education. This was inspired by the Swedish educator Ellen Key in her book "The Century of the Child" (1900) and was based on the needs and potential of the child rather than the needs of society. Progress, influence, or change in thought in this century also came from such characters as Edward Lee Thorndike (considered the first educational psychologist) who wrote "Educational Psychology" (1903), Hermann Lietz and Georg Kerschensteiner of Germany, Bertrand Russell of England (mathematics), Maria Montessori of Italy (development of initiative and self-reliance in young children), and John Dewey of the US promoted 'learning by doing' to supplement more academic lessons.

The educational psychologists really came into their own with the outbreak of World War 2, when the armies needed rapid methods to teach the new technology of that period, and to test for suitable students. At the conclusion of the war, with the advent of the baby boomers and the technological race against the Soviet Union, new improvements and methods were rapidly implemented to match these needs. But what we are more interested in from this period, was the study developed in 1946 for the standard systems of learning, known as the SQ3R method, which is still in use today.

The SQ3R Method is an abbreviation for:

Survey - getting familiar with the overview of the material before you actually study it, or learn from it. For instance, with a book you would glance through at the table of contents, chapter headings, illustrations, graphs, read the summarizing paragraphs, check through the index, etc. In other words, have an idea of the layout of the material, and where the material is that you need.

Question - ask yourself questions on what you have just gathered from the survey, what you expect to find and where it is located. Good questions will help to provide motivation, interest and focus. It's quite good to go back over the questions upon completion of each section of the material, and answer them, creating more questions where needed. The questions can be kept for later revisions of the material.

Read - read to learn. If you miss a point, go back; if you are unsure of a point; go back. The goal is to read efficiently but effectively. A single reading is usually not sufficient. Rereading and going back over your questions are most important for understanding. I would also mark the key points of each section. However, you



*Filled with colorful,
easy to read
charts and graphs...*

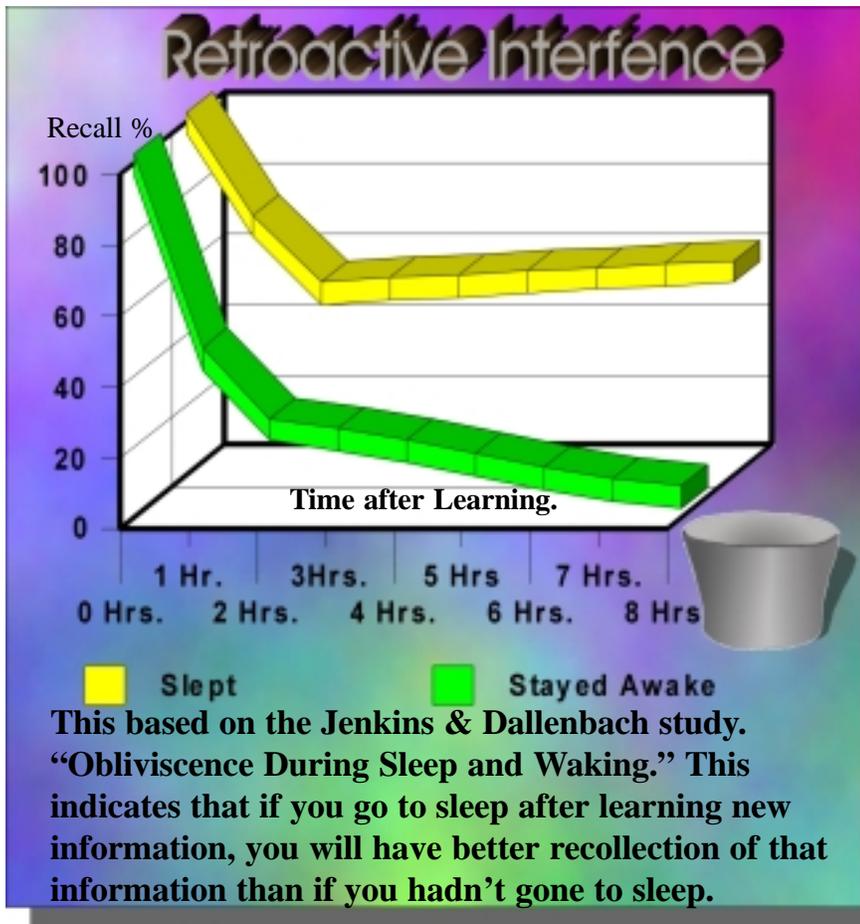
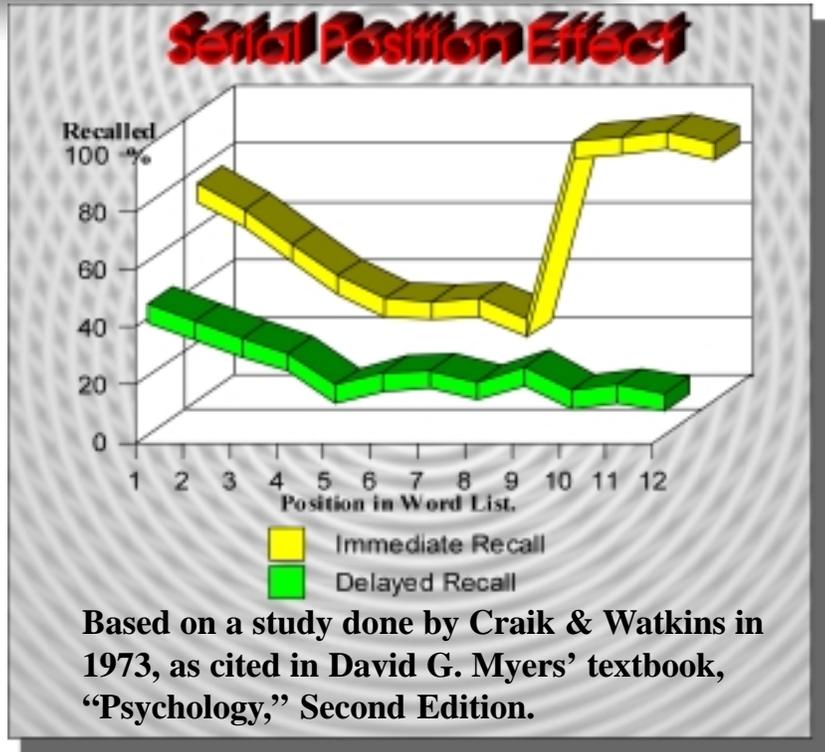
A pair of yellow arrows, one pointing left and one pointing right, positioned at the bottom right of the text.

Learn to Learn

Serial Position Effect - in memorizing a lecture or a lesson, it has been found that you are more likely to remember the beginning and end, and not much in between.

The **Primacy Effect** states that you remember more at the beginning than at any other period, as indicated by the graph.

Interference from other information is one of the major causes of incorrect retrieval of information or simply not being able to retrieve the desired information (forgetting). This can be brought about by learning new



information, or new experiences overriding the former. The new information doesn't even need to be of a similar nature to cause interference, such as going out to watch a movie or another activity. However, the degree of interference does generally relate to the similarity between the new information and the previously learnt information. In other words, the greater the similarity, the greater the interference. Still, even total opposite information can cause major damage to each other.

As shown in the graph, going to sleep will help overcome the problem.



Learn to Learn

Obviously, you can't always go to sleep with every new amount information you process. The next best alternative is to have breaks between each new group of information.

Breaks every thirty minutes, are considered to be optimal according to Colin Rose in "Accelerated Learning" (52), with no need of more than five minutes, and no gains past ten minutes. Using breaks also brings into play advantages that can be gained through the Serial Position and Recency Effects, in other words the key points at the beginning of the lesson or study, with lesser points at the end, and the expansion or description in between. A bit of **positive reinforcement** won't go astray to help meet the goals and encourage you along the way -such as having your favorite cup of tea or coffee waiting for you between sections and have your break.

One of the significant differences noted with the Asian schools to the American and British schools systems is the longer school days which can be as much as two hours longer, but with four to five breaks during this time, instead of the common three breaks the other systems have. The actual teaching time is basically the same, but the Asian schools can at least be taking more advantage of the Recency Effect from these breaks. (If you require further information, "The Learning Gap," by Harold Stevenson and James Stigler goes more into the differences in attitudes of the teachers, parents, etc., and between the different systems, and the actual organization/structure towards education.)

Overlearning is the technique of reinforcing what can already be recalled with 100% accuracy and going back over the lesson, "re-learning" the lesson. Overlearning sounds like a lot of wasted time - but it's not! Overlearning is similar to the principle in mnemonics of reinforcing information to lessen the chances of forgetting. By now tying the "new" information with what has already been learned, you allow these ties with previ-



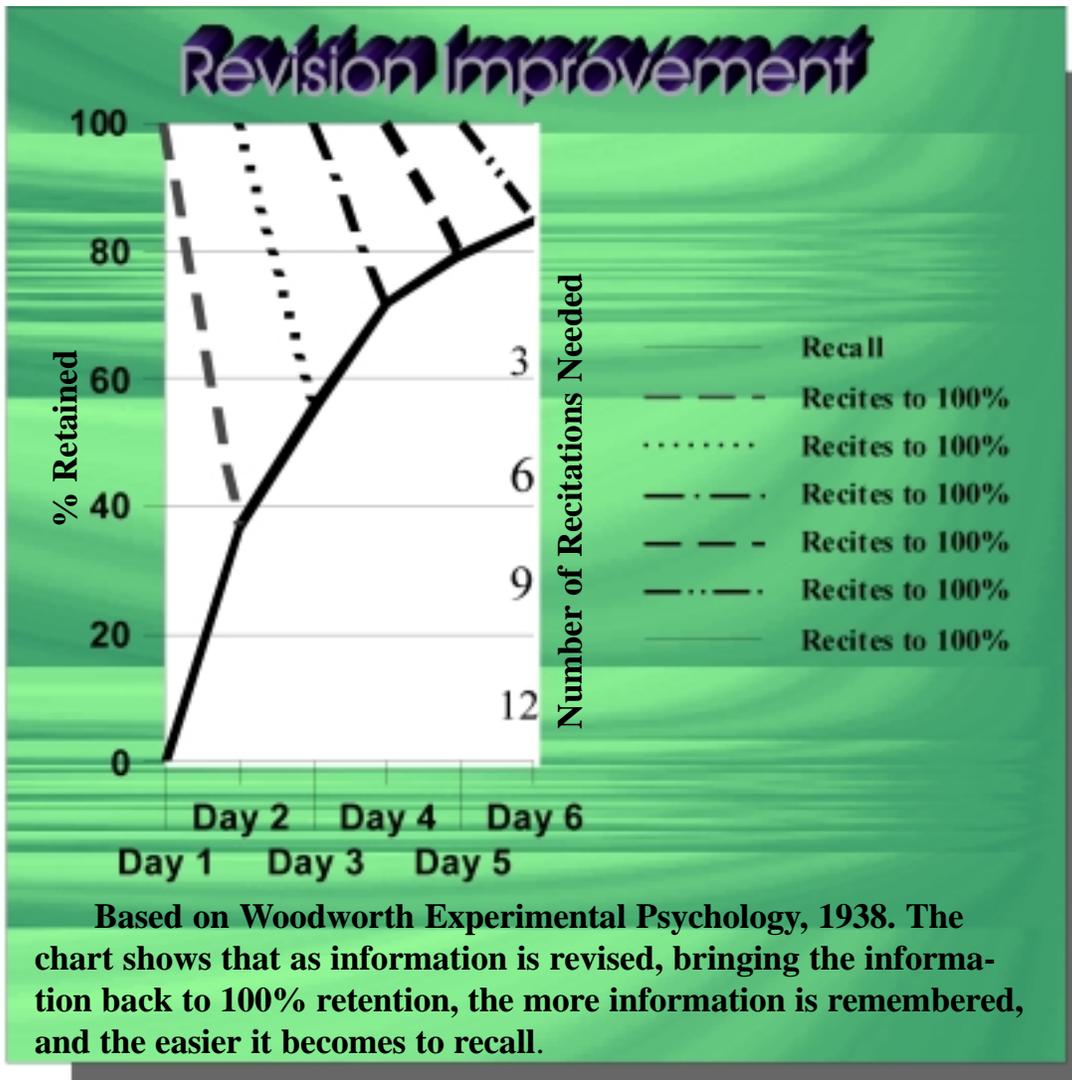
Learn to Learn

ous information to strengthen. It may sound like a lot of “gobbly goop,” but W.C. Krueger in “The Effect of Overlearning on Retention” (71-8) shows through his research that Overlearning is extremely effective - check the previous graph out.

To a certain degree, forgetting can depend upon the type of learned information. For the same reason, the study times required will vary.

Revision can not be understated in it’s importance to being able to accurately recall information and even to retain the understanding of information. Revision by itself can give a total recall in information and if regularly reapplied, will continue to give the recall for the rest of your life. How many times and how much time is required for revision depends upon the individual, the motivation towards a subject, and/or type of subject or information. For instance, abstract information such as a term or description is harder to remember than a process or operation which you can visualize.

Believe it or not, even your **mood or emotional state, can determine how**



Information Pegs: Mnemonics



Based on a study by G.H.Bower & M.C.Clark in "Psychonomic Science" 14, 181-182. Two groups of people "A" & "B" were given 12 lists of 10 nouns to remember. "A" was allowed to create stories to remember the lists, while "B" were not. "B" forgot most of the list, while "A" remember most of the list.

lish a logical link uses the areas of the brain associated with logic and sequencing.

The majority of the mnemonic systems are based on imagery, but they can also involve the other senses such as smell, touch, taste, sound, emotions etc., thereby linking to other areas of the brain. Combining the different areas of the brain simply increases the chances of being able to remember the information.

One of the major problems with remembering information is that often the data is insignificant or unimportant by itself, thus easily forgotten, or more precisely lost track of. This can be solved by connecting information - or at least a trigger to that information - to more permanent or memorable mental images. The images can then act like a landmark or road sign to it's connected information. Applied correctly, imagery can add importance to insignificant or unrelated data, thus making it easier to remember. Von Restorff put his name to the discovery that a person is more likely to remember something if it is connected to something that is colorful, bizarre, funny or vulgar; hence the **Von Restorff Effect**. The principle of imaginary, mnemonic links lies in developing an extremely strong bond between the information to be remembered and the image or memory the new information is linked or tied into. Images can be related to any one or combination of the senses. For instance, a certain smell or sound can bring back a flood of memories and



... as well as
humorous but
informative
illustrations



You Have the Ability!

author of “Remembering and Forgetting: An Inquiry Into The Nature Of Memory” (233) concludes that the elderly still have the capability to use their minds in a very controlled disciplined manner, and therefore be able to learn new information. But the problem as Edmund Bolles pointed out, was to get them to make the attempt. Buzan also confirms that people who continue to have mental stimulation throughout their lives often demonstrate near-total retention and are frequently quicker to learn than younger students. (60). So even age doesn't appear to cause a significant loss of memory if exercised.

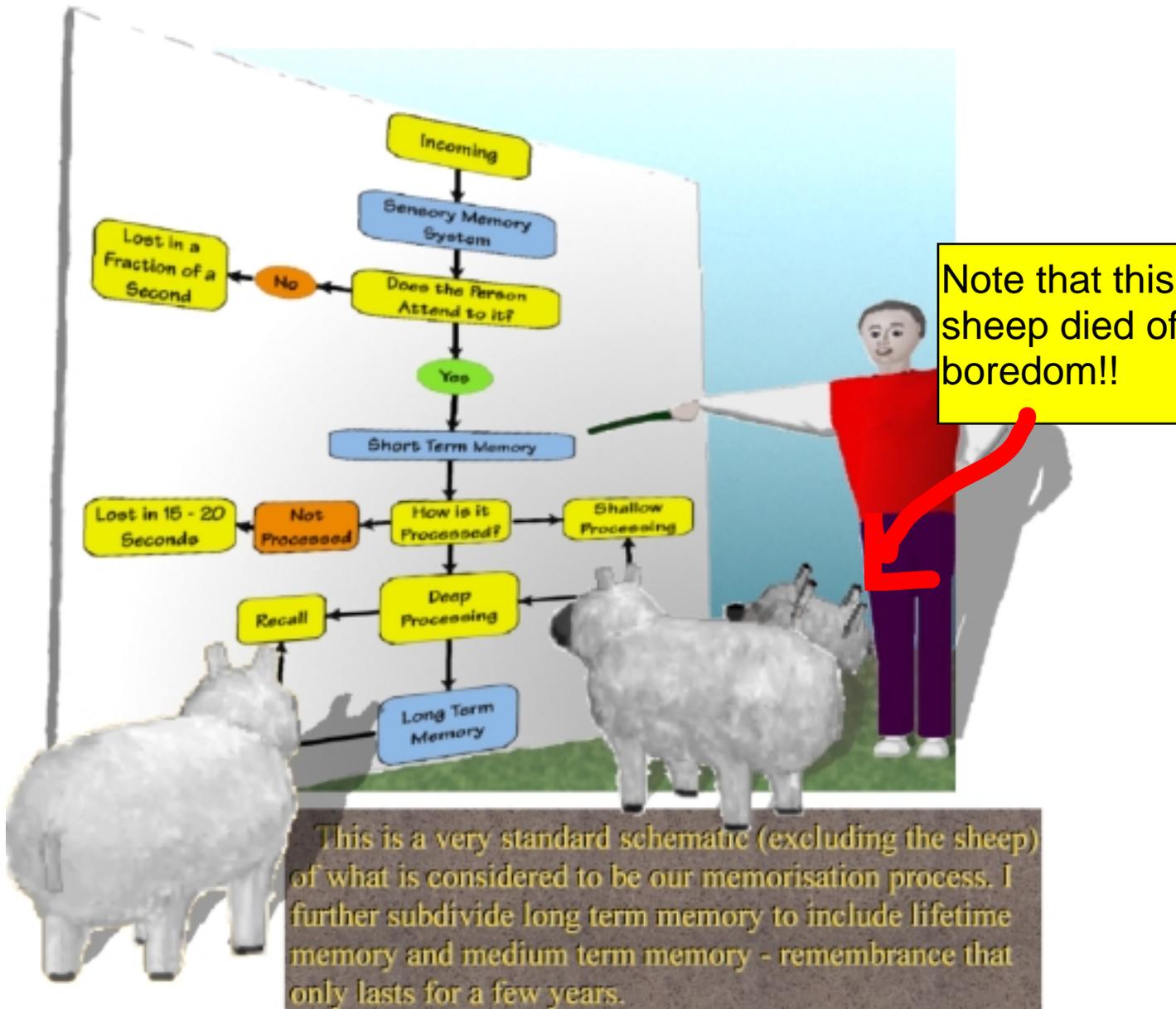


The general consensus is that continuous mental stimulation will lead to prolonged mental development and therefore a slower decline. Those who don't have the stimulation will rapidly decline. Interestingly, longitudinal studies such as conducted by Schaie & Strother in the *Psychological Bulletin* indicated at least verbal intelligence will continue to increase for some late into life, the average peaking into the mid-fifties.

Often, it has been found that an older, more mature person may attain better results at higher learning institutions than younger students, due to their life's experiences, stability, clearer defined goals, motivation.



You Have the Ability!



The second theory basically states that there is no separation between short-term and long term memory. Instead, the more we process the information, the deeper it penetrates.

The trick is getting the information into the correct place. The method of learning information often determines how the information is stored, but a major key lies in motivation. If we are motivated or interested, it becomes much easier to learn the information.

If we have enough motivation, we are more likely to remember the information. For instance, We are told that we can receive a check for a million dollars by phoning a certain number at a predetermined time the following day. Not only are



Owner's Manual to the Brain

Reference/Work Books

ings easier, we have created a
work Book, with numerous suggestions for
to be used in the memorization techniques.
s can be directly copied into the To Study

C.L.Pudney

Opening Your Mind to the Power of Learning & Recall



Reference/Work Books

Reference Section

Integer Phonetic Reference.....



Decimal Phonetic Reference.....



AlphaLoci System Reference.....



NuLoci System Reference.....



Bible Study Reference.....



Work Book

Work Sheets.....



Integer Phonetic Reference

Contents

Introduction: 

Numbers	Go To	Number to Object Number	Reference: Go To	Number	Go To
1 - 3		50 - 51		122 - 142	
4 - 5		52 - 54		143 - 150	
6 - 8		55 - 58			
9 - 10		59 - 61			
11 - 12		62 - 65			
13 - 14		66 - 69			
15 - 17		70 - 71			
18 - 21		72 - 74			
22 - 24		75 - 78			
25 - 30		79 - 81			
31 - 32		82 - 86			
33 - 37		87 - 91			
38 - 40		92 - 94			
41 - 42		95 - 95			
43 - 45		96 - 99			
46 - 49		100 - 121			



Integer Phonetic Reference

Phonetic System:

No. Sounds MEMORY AID

- | | |
|----------------------------|--|
| 1. t, d, th | “t” and “d” each have one down stroke. |
| 2. n | two down strokes. |
| 3. m | three down strokes. |
| 4. r | last sound for the word “four”. |
| 5. l | Roman numeral for “50” is “L” |
| 6. j, sh, ch, soft “g” | reverse script “j” resembles “6” |
| 7. k, q hard “c,” hard “g” | “k” made of two 7’s |
| 8. f, v, ph | script “f” resembles “8” |
| 9. b, p | both resemble “9” |
| 0. z, s, soft “c” | “z” = zero “c” = cipher |

The use of the letters is not important. In fact, in some words they may not even exist as long as the sounds are present (for example, “enough” would translate into the number 28, even though the “f” sound is made by the letters “gh”). **Two of the same letter may be present**, but both are **only counted if there is a separation between the sounds**. Therefore warrior = 44, not 444, as the three “r”s in the word are only sounded twice. In the same way, “match” is 36 as the “t” is not pronounced. Note that there are no number links for the consonant sounds of “H”, “W”. These can be used in the same way vowels (A, E, I, O, U and Y), are used to form words with the above sounds.

Examples of peg objects formed for the numbers using the Phonetic System:

0 SAW	10 DAISY	20 NOOSE	30 MOUSE	40 RAYS
1 HAT	11 TEETH	21 KNIGHT	31 MEAT	41 RADIO
2 HYENA	12 TWINE	22 ONION	32 MOON	42 HORN
3 HAM	13 THUMB	23 ENEMY	33 MUM	43 RAM
4 HARE	14 DEER	24 NERO	34 HAMMER	44 WARRIOR
5 WHEEL	15 DOLL	25 NILE	35 MOLE	45 RAILWAY
6 SHOE	16 DODGE	26 HINGE	36 MESH	46 RAJAH
7 COW	17 DUCK	27 HANKY	37 MUG	47 ARK
8 HIVE	18 DOVE	28 NAVY	38 MUFF	48 WHARF
9 PIE	19 TAPE	29 HONEYBEE	39 MOP	49 ROPE

It doesn’t really matter if at times words are concocted, as long as they create a very visual memorable picture, and match up to the phonetic rules; some of the better objects or pictures are created this way.

In each group of numbers in the “Choices” column, the letters simply indicate what I consider to be the better choices - “A” being the best. Again, use or adapt what works best for you - but give them all a chance.

The lists are only suggestions to be used as a starter. They can be expanded to virtually infinite numbers by varying objects and combinations, restricted only by your imagination.



Integer Phonetic Reference

No.	Choices	Object	Note	No.	Choices	Object	Note	
1	1	TEA		2	1NN	WYETH		
	1A	HAT			2	2	HYENA	
	1B	TOY			2A	2A	HONEY	
	1C	TEE			2B	2B	WINE	
	1D	HEAD			2C	2C	NOAH	
	1E	WHEAT			2D	2D	INN	
	1F	DYE			2E	2E	HONE	
	1G	WEED			2F	2F	WAN	
	1H	TOE			2G	2G	YAWN	
	1I	YOUTH			2H	2H	AWN	
	1J	WHITE			2I	2I	WIN	
	1K	WED			2J	2J	WAYNE	
	1L	TIE			2K	2K	WANE	
	1M	WOOD			2L	2L	HEN	
	1N	TOW			2M	2M	WEAN	
	1O	WAD			2N	2N	YEN	
	1P	WET			2O	2O	OWN	
	1Q	WIT			2P	2P	OWEN	
	1R	WADE			2Q	2Q	WHINE	
	1S	WHAT			2R	2R	WHINNY	
	1T	WITH			2S	2S	ANI	
	1U	WAIT			2T	2T	WHEN	
	1V	WIDE			2U	2U	HUN	
	1W	WATT			2V	2V	IN	
	1X	HEIGHT			2W	2W	ANN/ANNE/ANNA	
	1Y	WHIT			2X	2X	HENNA	
1Z	AD		2Y	2Y	HAWAIIAN			
1AA	ADD		2Z	2Z	HANOI			
1BB	WYATT		2AA	2AA	HANNAH			
1CC	WITT		2BB	2BB	AINU			
1DD	UTAH		2CC	2CC	ENY			
1EE	AIDA		3	3	HAM			
1FF	DOWEL			3A	3A	HOME		
1GG	DEE			3B	3B	MOW		
1HH	HETTY/HETTIE			3C	3C	AIM		
1II	HEWITT/HEWETT			3D	3D	MA		
JJ	IDA			3E	3E	HEM		
1KK	OTTAWA			3F	3F	MAYO		
1LL	OTTO			3G	3G	MAO		
1MM	OTT			3H	3H	AMY		



Decimal Phonetic Reference

Contents

The Owner's Manual to this unique decimal system allows for combinations as well as documents or other digital data.

Introduction:

Go To



Objects for Number Reference:

SECTION No.:

Number	Go To	Number	Go To
0.0 - 0.5		0.6 - 0.9	

SUBSECTION or VERSE No.:

Number	Go To	Number	Go To
0.01 - 0.10		0.59 - 0.71	
0.11 - 0.14		0.72 - 0.81	
0.15 - 0.20		0.82 - 0.92	
0.21 - 0.27		0.93 - 0.99	
0.28 - 0.39			
0.40 - 0.50			
0.51 - 0.58			

These lists are only suggestions to be used as a starter. They can be expanded to virtually infinite numbers by varying objects and combinations, restricted only by your imagination.