

child clinical psychology after leaving Carleton College. I remembered what her husband looked like and saw aspects of both him and her in their daughter. In this chapter, we will look at these kinds of memories.

In the last chapter, we focused on the formation of new memories and on memories held for brief periods of time—fractions of a second, a few seconds, or a minute. In this chapter, we will focus on memories held for longer periods—several minutes, hours, weeks, years, or even decades. The kind of memory we will talk about corresponds better than short-term memory does to the layperson's definition of a memory: information retrieved after some long period of storage.

We will begin by looking at the traditional view of long-term memory, the modal model of memory. Recall

that this model of memory emphasizes the different memory stores: sensory, short term, and long term. We will then examine different proposals for subdividing long-term memory into different systems. Next, we will turn our attention to other models of memory that focus less on the type of memory store and more on the way information is processed both at the time of encoding and at the time of retrieval. We will look at how various cues become associated, either intentionally or unintentionally, with the information to be remembered and then at how these cues can be used to maximize the chances of retrieving information. Finally, we will look in greater detail at the topic of amnesia, reviewing the different types of amnesia. We will examine what the clinical data so far tell us about the laboratory-based theories of memory organization.