

Memory And Abuse Remembering And Healing The Wounds Of Trauma

This up-to-date book is a comprehensive guide for everyone who wishes to learn the scientific facts about how aging affects memory and what can or cannot be done about it. Gilles Einstein and Mark McDaniel offer a lively overview of how memory works and how memory processes change with age. They then approach the topic of memory improvement, drawing on the latest rigorous scientific evidence and sprinkling their advice with anecdotes and graphics to illustrate major concepts.

Dr. Phil Mollon has written a new introduction and first chapter, and has substantially revised and modified the rest of the book.

Through an intensive clinical study of forty incest victims and numerous interviews with professionals in mental health, child protection, and law enforcement, Judith Herman develops a composite picture of the incestuous family. In a new afterword, Herman offers a lucid and thorough overview of the knowledge that has developed about incest and other forms of sexual abuse since this book was first published. Reviewing the extensive research literature that demonstrates the validity of incest survivors' sometimes repressed and recovered memories, she convincingly challenges the rhetoric and methods of the backlash movement against incest survivors, and the concerted attempt to deny the events they find the courage to describe.

The purpose of this special issue is to highlight studies examining remembering and forgetting in people who report having experienced traumatic events.

Remembering what happened in any traumatic experience is basic and crucial to healing. For over 100 years the memory of abuse survivors has been questioned and challenged by all sorts of people, ranging from perpetrators to family members. More recently, this memory has been challenged by a combination of accused family members, their lawyers and a few academics who claim the existence of a "false memory syndrome." In this groundbreaking book Charles Whitfield, voted by his peers as being one of the best doctors in America, brings his clinical experience and knowledge about traumatic memory to us. He examines, explores and clarifies this critical issue that threatens to invalidate the experience of survivors of trauma and handcuff the helping professionals who assist them as they heal. This thorough, insightful work provides crucial information for anyone affected by a traumatic experience.

Filling a tremendous need, this is the first graduate-level child development text written specifically for future educators. From eminent authorities, the volume provides a solid understanding of major theories of development, focusing on how each has informed research and practice in educational contexts. Topics include the impact of biology and early

experiences on the developing mind; the development of academic competence and motivation; how learning is influenced by individual differences, sociocultural factors, peers, and the family environment; what educators need to know about child mental health; and more. Every chapter features a quick-reference outline, definitions of key terms, and boxes addressing special topics of interest to educators. ? Special feature: Instructors considering this book for course adoption will automatically be e-mailed a test bank (in RTF format) that includes objective test items, essay questions, and case questions based on classroom scenarios.

The book is intended for use by clinicians who work with both perpetrators and victims of spouse and child abuse and by persons who develop community-based services for victims and offenders. Beginning articles explore current issues, interventions, and research related to family violence; therapist awareness of appropriate intervention in the treatment of domestic violence; ethical responsibilities of therapists in spouse abuse cases; biopsychosocial aspects of understanding relationship aggression; and implications of research concerning wife abuse for physician training. Subsequent articles examine battered women, female offenders in domestic violence, multifaceted approaches to spouse abuse treatment, risk factors for the occurrence of child abuse and neglect, child homicide in Los Angeles, physical abuse and childhood disability, children of battered women, and psychological maltreatment of children. Final articles focus on child sexual maltreatment, incest survivors incest offenders, sibling child sexual abuse, treatment strategies for sexually abused children, treatment strategies for dissociative identity disorders in adult sexual abuse survivors, and characteristics and treatment of incest offenders. References, tables, and figures.

As one of the most hotly debated topics of the past decade, false memory has attracted the interest of researchers and practitioners in many of psychology's subdisciplines. Real-world issues surrounding the credibility of memories (particularly memories of traumatic events, such as sexual abuse) reported by both children and adults have been at the center of this debate. Were the adults actually retrieving repressed memories under the careful direction of psychotherapists, or were the memories being "created" by repeated suggestion? Were children telling investigators about events that actually happened, or were the interviewing techniques used to get at unpleasant experiences serving to implant memories that eventually became their own? There is evidence in the psychological research literature to support both sides, and the potential impact on individuals, families, and society as a whole has been profound. This book is an attempt to cut through the undergrowth and get at the truth of the "recovered memory/false-memory creation" puzzle. The contributors review seminal work from their own research programs and provide theory and critical evaluation of existing research that is necessary to translate theory into practice. The book will be of great value to basic and applied memory researchers, clinical and social psychologists, and other professionals working within the helping

and legal professions.

This book is grounded in the debates of the 1980s and 1990s that surrounded recollections of childhood sexual abuse, particularly those that emerged in the context of psychotherapy. When growing numbers of therapists claimed that they were recovering deeply repressed memories of early sexual violations in their female clients, a wave of alarmed critics countered that therapists were implanting the very memories they were discovering. In looking back at this volatile and heated controversy, *Memory Matters* takes up disturbing questions that linger concerning memory, sexuality, and childhood. Beginning with a re-analysis of cases from the recovered memory era, the volume goes on to offer fresh perspectives on recollections of childhood sexual abuse. Informed by feminist and critical perspectives within psychology, contributing authors introduce examples from their own qualitative research on processes of remembering. They offer rich examples from a wide range of applied settings, from the courts, psychotherapy, institutions for the disabled, to self-help groups and the media. A shared set of questions is addressed by each of the authors to create a dialogue with the reader on recurring motifs. *Memory Matters* is an ideal resource for advanced undergraduate and postgraduate students in the social sciences and legal studies, as well as practitioners in the fields of mental health, crisis services, and the law. Scholarly and accessible in tone, the book also offers helpful insights for professionals working with childhood memory.

This groundbreaking book presents a new model for working with survivors of abuse and other trauma. The Healing Tasks Model, based on developmental stages of healing with specific tasks for each stage, offers the clinician new support for threading through the sometimes overwhelming complexities of the survivor's experience. At the same time, Kepner's model helps to avoid some of the common pitfalls and risks of work in this most challenging of clinical areas, such as pushing clients to express and remember before they have developed the capacity to manage such intensity, or encouraging confrontation and interpersonal interactions that the survivor doesn't yet have the developmental underpinnings to support. Using the Healing Tasks Model the clinician will find techniques for helping clients develop emotional and systemic supports, manage feelings, and set appropriate boundaries. Readers will also find a guide to dealing with the difficult and troubling issues of memory: how to approach abuse memories, when and how to take action based on abuse memories, when to defer action pending the development of more supports and capacities for the survivor, and then how to develop those essential supports and capacities. Written for psychotherapists, psychologists, psychiatrists, social workers, counselors, pastoral counselors, and adult survivors of childhood abuse, *Healing Tasks* provides a therapeutic model that can be used to help abuse survivors develop the emotional skills to lead richer and more fulfilling lives.

Abused by Therapy debunks an enduring myth dating back to Freud, that certain conditions are nearly always caused by childhood trauma. Therapists believing this will use recovered memory therapy to search for this hidden cause behind current problems. They may find it – but what exactly are they finding? When their clients recover memories of horrifying trauma, often involving sexual abuse by their parents, does this reveal what really happened, or does it merely reflect the therapist's assumptions? This unique book gives an inside view of the process by which people are persuaded to rewrite their past history, so that loving parents become seen as abusers who must be rejected. The new memories may be completely false, yet they can shatter the lives of all concerned: not just the clients and their accused families, but also the therapists themselves, who become trapped into upholding increasingly implausible and distressing beliefs. An international campaign is now promoting the view that dissociative disorders, such as multiple personality disorder, are caused by severe early trauma. It is argued that

there is no scientific basis for this claim, and that the recommended treatment has not been shown to confer any benefits that outweigh its heavy cost.

Memory and Abuse Remembering and Healing the Effects of Trauma HCI

Based on a 12-year study with 60 survivors of child sexual abuse, Catherine Cameron sets out to understand their early trauma and its impact over subsequent years and to monitor their progress toward recovery. The difficult but rewarding process of their recovery unfolded over time, along with increasing societal awareness of the problem. In 1998 a final survey provided the epilogue for their story. Cameron grounds their personal stories by citing parallels to the larger field of national and international trauma. The result is a compelling and deeply human story of trauma and triumph.

Few questions in psychology have generated as much debate as those concerning the impact of childhood trauma on memory. A lack of scientific research to constrain theory has helped fuel arguments about whether childhood trauma leads to deficits that result in conditions such as false memory or lost memory, and whether neurohormonal changes that are correlated with childhood trauma can be associated with changes in memory. Scientists have also struggled with more theoretical concerns, such as how to conceptualize and measure distress and other negative emotions in terms of, for example, discrete emotions, physiological response, and observer ratings. To answer these questions, Mark L. Howe, Gail Goodman, and Dante Cicchetti have brought together the most current and innovative neurobiological, cognitive, clinical, and legal research on stress and memory development. This research examines the effects of early stressful and traumatic experiences on the development of memory in childhood, and elucidates how early trauma is related to other measures of cognitive and clinical functioning in childhood. It also goes beyond childhood to both explore the long-term impact of stressful and traumatic experiences on the entire course of "normal" memory development, and determine the longevity of trauma memories that are formed early in life. *Stress, Trauma, and Children's Memory Development* will be a valuable resource for anyone interested in early experience, childhood trauma, and memory research.

Beginning in the 1990s, the contentious "memory wars" divided psychologists into two schools of thought: that adults' recovered memories of childhood abuse were generally true, or that they were generally not, calling theories, therapies, professional ethics, and survivor credibility into question. More recently, findings from cognitive psychology and neuroimaging as well as new theoretical constructs are bringing balance, if not reconciliation, to this polarizing debate. Based on presentations at the 2010 Nebraska Symposium on Motivation, *True and False Recovered Memories: Toward a Reconciliation of the Debate* assembles an expert panel of scholars, professors, and clinicians to update and expand research and knowledge about the complex interaction of cognitive, emotional, and motivational factors involved in remembering—and forgetting—severe childhood trauma. Contrasting viewpoints, elaborations on existing ideas, challenges to accepted models, and intriguing experimental data shed light on such issues as the intricacies of identity construction in memory, post-trauma brain development, and the role of suggestive therapeutic techniques in creating false memories. Taken together, these papers add significant new dimensions to a rapidly evolving field. Featured in the coverage: The cognitive neuroscience of true and false memories. Toward a cognitive-neurobiological model of motivated forgetting. The search for repressed memory. A theoretical framework for understanding recovered memory experiences. Cognitive underpinnings of recovered memories of childhood sexual abuse. Motivated forgetting and misremembering: perspectives from betrayal trauma theory. Clinical and cognitive psychologists on all sides of the debate will welcome *True and False Recovered Memories* as a trustworthy reference, an impartial guide to ongoing controversies, and a springboard for future inquiry.

This book reviews the latest research in the field of autobiographical memory.

People sometimes remember events that never happened. These illusory or false memories have important practical implications in various aspects of everyday life, and also have significant theoretical implications for cognitive and neuropsychological models of memory. Cognitive psychologists and neuropsychologists have long been aware of false recognition, confabulation, and related kinds of memory distortions, but during the past several years research on these topics has increased rapidly. In recognition of this emerging domain of interest, this special issue of *Cognitive Neuropsychology* is devoted to the cognitive neuropsychology of false memories. Edited by Daniel L. Schacter, the special issue features experimental and theoretical contributions from leading cognitive psychologists, neuropsychologists, and neurologists that explore such issues as false recognition after frontal lobe damage, the nature of confabulation, amnesia and false memories, physiological correlates of memory illusions, memory distortions in normal and abnormal aging, and computational models of true and false memories.

The question of whether memories can be lost, particularly as a result of trauma, and then "recovered" through psychotherapy has polarised the field of memory research. This is the first volume to bring together leading memory researchers and clinicians with the aim of facilitating a resolution to this question. The volume offers a unique and timely summary of the theories of memory recovery, and how false memories may be created. Some of the first research relating to the phenomenal characteristics of memory recovered is reported in detail, suggesting important avenues for new research. Theories of autobiographical memory, implicit memory, reminiscence, and the effects of repeated recall on memory are included. *Recovered memories and false memories* provides the most current and authoritative thinking in this area, and will be an essential sourcebook for memory researchers and psychotherapists.

A stimulating introduction to human learning and memory, written in a lively style to engage students in critical thinking.

This book offers a feminist philosophical analysis of contemporary public skepticism about women's memories of past harm. It concentrates primarily on writings associated with the False Memory Syndrome Foundation (FMSF), founded in 1992 as a lobby for parents whose adult children have accused them of some abuse after a period of having not remembered it.

Traumatic experiences and their consequences are often the core of life stories told by survivors of violence. In *Trauma: Life Stories of Survivors* leading academics explore the relationship between the experiences of terror and helplessness that have caused trauma, the ways in which survivors remember, and the representation of these memories in the language and form of their life stories. International case studies include the migration of Ethiopian Jews to Israel, the life stories of Guatemalan war widows, violence in South Africa, persecution of political prisoners in South Africa and the former Czechoslovakia, lynching in the Mississippi Delta, resistance in Zimbabwe's liberation war, sexual abuse, and the ongoing Irish troubles. The volume reveals the complexity of remembering and forgetting traumatic experiences, and shows that survivors are likely to express themselves in stories containing elements that are imaginary, fragmented, and loaded with symbolism. *Trauma: Life Stories of Survivors* is a

groundbreaking work of relevance across the social sciences. This new perspective on trauma will be of particular importance to researchers in psychology, history, women's studies, anthropology, sociology and cultural studies. Kim Lacy Rogers is professor of history and American studies at Dickinson College, Pennsylvania. Selma Leydesdorff is based at the Belle van Zuylen Instituut, University of Amsterdam, The Netherlands. Graham Dawson is a senior lecturer in cultural and historical studies at the University of Brighton, UK.

In the last decade, reports of incest have exploded into the national consciousness. Magazines, talk shows, and mass market paperbacks have taken on the subject as many Americans, primarily women, have come forward with graphic memories of childhood abuse. Making Monsters examines the methods of therapists who treat patients for depression by working to draw out memories or, with the use of hypnosis, to encourage fantasies of childhood abuse the patients are told they have repressed. Since this therapy may leave the patient more depressed and alienated than before, questions are appropriately raised here about the ethics and efficacy of such treatment. In the last decade, reports of incest have exploded into the national consciousness.

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Synthesising clinical case reports and the research literature on the effects of stress, suggestion and trauma on memory, Richard McNally arrives at significant conclusions, first and foremost that traumatic experiences are indeed unforgettable.

Forensic psychologist and memory expert Dr. Julia Shaw reveals why we are all unreliable narrators of our own life stories. Think you have a good memory? Think again. Memories are our most cherished possessions. We rely on them every day of our lives. They make us who we are. And yet the truth is they are far from being the accurate record of the past we like to think they are. In *The Memory Illusion*, forensic psychologist and memory expert Dr. Julia Shaw uses the latest research to show the astonishing variety of ways in which our brains can indeed be led astray. She shows why we can sometimes misappropriate other people's memories, subsequently believing them to be our own. She explains how police officers can imprison an innocent man for life on the basis of 300 denials and just one confession. She demonstrates the way radically false memories can be deliberately implanted, leading people to believe that they brutally murdered a loved one, or were abducted by aliens. And she reveals how, in spite of all this, we can improve our memory through simple awareness of its fallibility. Fascinating and unnerving in equal measure, *The Memory Illusion* offers a unique insight into the human brain, challenging you to question how much you can ever truly know about yourself.

The strengths and weaknesses of human memory have fascinated people for hundreds of years, so it is not surprising that memory research has remained one of the most flourishing areas in science. During the last decade, however, a genuine science

of memory has emerged, resulting in research and theories that are rich, complex, and far reaching in their implications. Endel Tulving and Fergus Craik, both leaders in memory research, have created this highly accessible guide to their field. In each chapter, eminent researchers provide insights into their particular areas of expertise in memory research. Together, the chapters in this handbook lay out the theories and presents the evidence on which they are based, highlights the important new discoveries, and defines their consequences for professionals and students in psychology, neuroscience, clinical medicine, law, and engineering.

This is a useful book that offer4s insights into outcomes for a sample of adults who sought help for the effects of their childhood abuse and the affect of the personal qualities and approaches of their therapists. It traverses some controversial ground and because it brings to light issues that are often on the basked labelled "too hard" should be compulsory reading for all the therapists working in this field' - "International Social Work " This book is an extensive overview of practice-based research on therapy for adults who were abused as children, physically, sexually or emotionally.... Peter Dale looks in detail at the lessons to be learnt from people's experiences of therapy... a relief to find such a comprehensive well-researched book on the subject from a psychotherapeutic perspective.... Its wider relevance is that we (society, therapists and service-planners in particular) must learn from people who have been abused as children, so that appropriate and supportive services can be set up' - "Transformations, The PCSR Journal " I believe this book - based on Peter Dale's research into the experience of 53 clients - is of profound importance to practising counsellors, trainers and researchers....I recommend this carefully designed and executed piece of research to all BAC readers' - " Mary Berry Senior Lecturer in Counselling, University of Manchester "'The author has created interesting and thought-provoking arguments that provide a balanced analysis of abuse therapy, in particular Repression, Dissociation and False Memory Retrieval"' - Clare Young, The Journal of Critical Psychology, Counselling and Psychotherapy "

This enlightening book brings together the experiences of both clients and therapists who receive and provide help for the effects of childhood abuse. The book consolidates existing knowledge about child abuse and psychotherapeutic approaches to give an integrated account of counselling and therapy as it relates to adults abused as children. Part One examines research in the fields of child abuse and psychotherapy, reviewing historically changing attitudes towards childhood abuse and the consequences of cultural context on approaches to treatment. Part Two reviews the testimonies of the therapeutic process from over 50 clients and therapists, including therapists who were themselves abused as children. These testimonies form a basis for the discussion of specific issues, such as becoming a client, talking about abuse and what happens when things go wrong in therapy. Part Three tackles the controversy surrounding recovered memory' and child abuse, and assesses the implications for the future direction of counselling and therapy.

Tense Past provides a much needed appraisal and contextualization of the upsurge of interest in questions of memory and trauma evident in multiple personality and post-traumatic stress disorders, child abuse, and commemoration of the Holocaust.

Contributors examine the historical origins of memory in psychiatric discourse and show its connection to broader developments in

Western science and medicine. They address the new links between trauma and memory, and they explore how memory shapes the way traumatic events are put into narrative form. They also consider the social and political contexts in which sufferers speak and remember.

Hypnosis has not been fully appreciated in the treatment of trauma, largely due to it being implicated in the creation of false memories, which have previously led to false allegations of child abuse. This has led to a lot of misunderstandings about hypnosis. There is now a strong argument that the educated and professional use of hypnosis may be beneficial to the field of trauma, particularly in facilitating the resolution of trauma and processing of traumatic memories. This book re-introduces the importance of hypnosis in the field of trauma, with particular reference to survivors of child abuse. It covers theories of traumatic stress, theories of hypnosis and theories related to the long term effects of child abuse. As well as providing recent research in these areas, it offers practical therapy guidelines and case illustrations to assist qualified practitioners in treating their clients. The treatment described is predominately cognitive-behavioural, and uses hypnosis as an effective and powerful adjunct to this approach.

Decipher the complex interplay of neurology, psychology, trauma, and memory! In the midst of the controversies over how repressed, false, and recovered memories should be interpreted, *Trauma and Cognitive Science* presents reliable original research instead of rhetoric. This landmark volume examines the way different traumas influence memory, information processing, and suggestibility. The research provides testable theories on why people forget some kinds of childhood abuse and other traumas. It bridges the cognitive science and clinical approaches to traumatic stress studies. Written by the foremost researchers in the field, including Bessel van der Kolk and Jennifer Freyd, these scientific evaluations of the way traumatic memories are processed offer powerful new perspectives on the interplay of biology and psychology. *Trauma and Cognitive Science* discusses a range of traumas, including combat, child abuse, and sexual assault across the lifespan. Fascinating perceptual experiments shed light on the cognitive uses of dissociation, the encoding and recall of memory, and the effects of early trauma on subsequent information processing. *Trauma and Cognitive Science* offers solid information on the most challenging questions in this field: How is memory encoded, stored, and retrieved? How is it forgotten? How does trauma influence these processes? What kinds of memories can be created by suggestion? What physical changes take place in the brain under traumatic stress? How is consciousness disturbed during and after trauma? What are the ethical, clinical, and societal implications of traumatic stress studies? How can people suffering from traumatic memories be healed? *Trauma and Cognitive Science* also offers an astonishing array of true case studies, including the story of an adult woman who was raped, went to court, and saw her rapist convicted--and then forgot the whole traumatic episode. The independently corroborated accounts of recovered memories and the carefully designed research studies on multiple modes and levels of memory may offer the key to understanding how we remember and why we forget. The results of these controlled scientific studies have wide-ranging implications for abuse survivors, combat veterans, rape victims, and people who have survived traumatic events from earthquakes to car accidents. Written in clear, accessible prose, *Trauma and Cognitive Science* belongs on the bookshelf of all mental health professionals, researchers in the

areas of traumatic stress and child abuse, attorneys, judges, and survivors of abuse and trauma.

The phenomenon of recovered memories has excited much controversy in recent years amongst professionals with extreme positions being held: either all such memories are, by definition false, or any such claim is an attempt to deny the victims of abuse their rights to confront their abusers. In this refreshing new approach to the problem Graham Davies and Tim Dalgleish have assembled leading figures from both sides of the debate to provide a balanced overview of empirical evidence as well as evidence from clinical practice. *Recovered Memories: Seeking the middle ground*, unlike most other writing on the topic, eschews extreme positions. It provides clinicians with findings from the latest research to enhance their understanding of memory and presents pure researchers with a range of experiences encountered in clinical practice for which they presently have few explanations. Topics include the impact on family and community members, the latest findings on implanted memories and discussion of clinical guidelines for therapeutic practice to avoid potential influence on memory. Having weighed the evidence, a framework is offered in which true and false recovered memories are seen as the inevitable compliment of true and false continuous memories. This important new collection should not be missed by anyone with an interest in memory, whether engaged in a clinical, legal, child protection, family welfare or experimental research capacity. It is the most authoritative and comprehensive review of the evidence on both sides available to date.

Proceedings of a NATO ASI held in Port de Bourgenay, France, June 1996

Puts psychotherapy on trial by critically examining its effectiveness through the lens of the scientific method.

In a number of highly-charged child abuse cases, teachers and parents have been wrongfully arrested because of claims of 'recovered memory'. But brain science is now discovering how memories can alter, or even be planted by leading questions. Sabbagh explains the latest findings, and argues that courts must be guided by them.

Picture your twenty-first birthday. Did you have a party? If so, do you remember who was there? Now step back: how clear are those memories? Should we trust them to be accurate, or is there a chance that you're remembering incorrectly? And where have the many details you can no longer recall gone? Are they hidden somewhere in your brain, or are they gone forever? Such questions have fascinated scientists for hundreds of years, and, as Alison Winter shows in *Memory: Fragments of a Modern History*, the answers have changed dramatically in just the past century. Tracing the cultural and scientific history of our understanding of memory, Winter explores early metaphors that likened memory to a filing cabinet; later, she shows, that cabinet was replaced by the image of a reel of film, ever available for playback. That model, too, was eventually superseded, replaced by the current understanding of memory as the result of an extremely complicated, brain-wide web of cells and systems that together assemble our pasts. Winter introduces us to innovative scientists and sensationalistic seekers, and, drawing on evidence ranging from scientific papers to diaries to movies, explores the way that new understandings from the laboratory have seeped out into psychiatrists' offices, courtrooms,

and the culture at large. Along the way, she investigates the sensational battles over the validity of repressed memories that raged through the 1980s and shows us how changes in technology—such as the emergence of recording devices and computers—have again and again altered the way we conceptualize, and even try to study, the ways we remember. Packed with fascinating details and curious episodes from the convoluted history of memory science, *Memory* is a book you'll remember long after you close its cover.

Drawings and collage art zine exploring the traumatic feelings evoked by ritual abuse, psychotherapy, and repressed memories.

First published in 1997. Routledge is an imprint of Taylor & Francis, an informa company.

This updated and expanded edition provides comprehensive coverage of the theory and practice of counselling survivors of child sexual abuse (CSA). In a reasoned and thoughtful approach, this book honestly addresses the complex issues in this important area of work, providing practical strategies valuable and new insights for counsellors.

This book offers a feminist philosophical analysis of contemporary public skepticism about women's memories of past harm. It concentrates primarily on writings associated with the False Memory Syndrome Foundation (FMSF), founded in 1992 as a lobby for parents whose adult children have accused them of some abuse after a period of having not remembered it. Visit our website for sample chapters!

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