**Intro**

A System at Fault

In our school system, there are several basic tests student every will invariably encounter, whether he or she wants to or not. Some of these may be writing an in-class essay, taking a semester exam, or having quizzes on daily or weekly class material. All of these involve an important brain function--memory recall. However, all students have encountered several if not many opportunities where the “memory fails them,” as the complaint goes. An entire grade may hang in the balance because the student couldn’t recall what he or she has learned. Unfortunately in today’s system, memorization techniques are never effectively taught in school. Students are often told to memorize this speech or that piece of information, but many struggle with these tasks. Repetition is often used to try to retain information, but for many this is considered time consuming, exceedingly dull, and tedious. While this technique is an effective way to learn, it may not necessarily be the best technique for the high school student.

One important way that memory works is that strong emotional experiences are more easily remembered. A connection is made with the person, and this connection can cross the realm short-term working memory into long-term memory.

Scientific research has determined that memory has several properties. These are the Law of Recency, the Law of Vividness, and the Law of Frequency. Techniques are used today that flex these properties, but there are few that can unlock all of their potential at once. If these three were to be combined for one specific technique, the results would be astounding. If teachers could inform their students of ways to commit what they learn to memory through means other than repetition, it would mean so much to our society. The main problem, however, is that many of these teachers know of no other techniques as well. It is through our effort in this experiment that we hope to spurn new and original study techniques to assist the not only the already accomplished student, but to offer the struggling and lagging student a new and enjoyable way to learn.

Humor: The New Course of Action

Through our research and our own high school experience, my partner and I have found that such humorous experiences truly are much more easily recalled than others. This fact could open the door to new study techniques that not only achieve the same end result as other methods, but make studying more enjoyable.

For most students, poor study habits is the major cause of poor grades. A poor study ethic can undo most any student, no matter how smart the student may be. Humor would make the study session enjoyable and allow for a great deal of learning.

The teaching world could benefit from humor, also. This is not to suggest that every teacher ought to be a comedian, but presentation can truly make all the difference for a student. Some of the best teachers my partner and I have ever had not only taught us to change our perception on many subjects to become more learned on a subject, but also brought the air of humor to everything they presented. This heightened our interest in the subject, and kept us wanting more from the teacher. We consider ourselves quite fortunate that we have had the joy of being taught by such skilled and knowledgeable teachers. But for those that have yet to experience the same thrill, it is up to them to spark interest in their studies. Humor may just be the method that accomplishes that task. In our study, we attempted to see if such a method may work. If memory is stimulated by humor, this may be a new way for us all to learn and laugh to further our own knowledge.