

# Student Memory

## Student Memory

*Picture it into long term memory*

*Cram it where it counts*

by  
Zach  
&  
Wes

**Includes: How to Remember Names & Faces  
and: Presenting Memorized Documents**



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## Acknowledgements

**Zach:** is the co-author of this article because I chose to give him that honor. He just graduated from High School and will be entering College this fall. He found my website and asked about Student Memory Techniques. He already has The Billy Burden Memory Master Method and is aware that it doesn't teach one how to memorize long documents like I do. And there are other things that it won't teach you. No memory system can be tailored to one person's specific needs. It is necessary to adapt it to suit the things you do in life.

**Wes:** I was a student, and used Memory Strategies in that manner. Therefore I can give them to you better than anyone else. There are many memory systems available. To be an authentic tool to give you memory power it must be based on the Mnemonic Alphabet. And I don't give my delicate psyche worthless assignments like memorizing something of no value. I am capable of memorizing a thousand digit number; but what would be the purpose of it? I will only share with you that which will be a benefit to your life.

**Billy Burden:** I applaud the Memory Master himself who blazed the trail for all of us and made a way that Memory Techniques can be used for valuable endeavors in life. And he also teaches people to believe in themselves. In his lifetime he operated the School of Memory and Attitude.

**Patrick Henry III:** He owns the copyrights to The Billy Burden Memory Master Method. It is he who gives me permission to do whatever I do with it.

The Memory System and information about what  
I do with it can be found at this website:  
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## Student Memory

Without even knowing the memory system I use, The Billy Burden Memory Master Method, there are many techniques that can be used to remember whatever it is that you don't want to forget. It is only a matter of creating pictures in your mind, which is very much fun. We remember everything in pictures, so whatever you feed into your mind in pictures will stay there until Heaven and Earth pass away.

In my college classes I "aced" everything. But I rarely used the Mental Hooks from the Memory System. I told some other students how I remember things because they were very interested in my learning ability. It is such a wonderful experience when I enter the classroom and a beautiful girl says, "Boy am I glad you're here." I'm thinking, "Wow! It's nice to see you too, Honey." But I always said something a little more toned down because I knew what she meant. She needed my help. By the way, it was almost always a girl because men don't usually like to ask for help. You will be the one called upon for help when you're the Student with the Memory.

When I showed people how to remember things, and they saw that I was scoring nearly perfectly on every test, they would sometimes say, "Yeah, you are memorizing all this stuff, but are you Learning it?" Let me tell you this: All learning is done with the memory. All learning is a matter of remembering something. And you are going to remember it for a much longer time by picturing it in than if you just cram for a test. When you just cram something in that is abstract, it crams back out just as quickly like a wad of paper through a vacuum tube when you reverse the power. But when you picture it in, the image is indelibly etched on the brain. So let's take a look at some examples of "Picturing it in."

## Remembering Terms and Definitions

In my first year of college I had Introductory Courses to the things I wanted to learn. In the Introductory Courses you are introduced to the Terms and Definitions used in that field of endeavor. And passing most of the tests would be a matter of knowing the terms and definitions. So I would lock the term to its definition by creating pictures and associating them together in my mind.

**Lock a term to a definition:** When you are trying to remember terms and definitions for a test, try this: picture the term and the definition together. **For example:** Semantic Noise - *anything about a speaker that is distracting to the audience.* First turn Semantic Noise into a picture- see man tick. Now see a man (speaker) with a tick on his upper lip, howling at the pain of the bite; and that's keeping the audience from hearing his speech. Note that semantic noise can't usually be heard. Just seeing the tick on his upper lip will distract the audience from getting his message.

**Example two:** Plagiarism - *That's when you use someone's quote as if it were your own.* First turn Plagiarism into a picture- play jar prison. I'm going to lock you up in this play jar prison because you stole my joke. Now see yourself putting the speaker into the jar and turning the jar cover into place.

You will develop your creativity by using Memory Techniques, then nothing will be impossible to you. These two examples are from Introductory to Public Speaking class. But you can see that the technique can be used with any type of terms and definitions. I took this class 25 years ago and I still remember these terms and definitions. Now that's learning it well! Let's take a few more examples from different areas of learning.

Here are some terms given by Zach who will be entering college this fall. I have also had these terms in my classes. Let's take a couple Psychology terms. That's my favorite subject and was my major.

**Example three:** Absolute Threshold – *The minimum amount of physical energy needed to produce a reliable sensory experience.* Picture the threshold of the front door of your house or apartment. It's absolute because it's made of solid oak. Stand on it and exert some energy to break it, push it through the floor. The minimum amount of energy you exert to reliably produce that sensory experience will be the absolute threshold. Now if you want to add more to the definition, just continue the picture. Here is the second half of the definition: *operationally defined as the stimulus level at which a sensory signal is detected half the time.* The stimulus level is that carpenter's level lying across the threshold to check your progress. It will show when you produce enough of a sensory signal to break the threshold in half.

You might be thinking, "This stuff is silly. And why do all that instead of using the real definition." The real word-for-word definition is abstract. It doesn't make a picture in your mind. You will find out that in creating the silly pictures you are locking that real definition in so it won't escape the mind or memory.

Let's take another Psychology term. **Example four:** Operant Conditioning – *Learning, in which the probability of a response is changed by a change in its consequences.* Now everyone knows that an operant is an ant that performs in the opera (or an aunt); and conditioning is that which keeps us cool. That has a double meaning: air-conditioning keeps us cool, and conditioning a person makes him a cool person. Now the ant in the opera has to learn to put on his coat. Where the consequence of non-compliance used to be a scolding, we change it to a turning up of the air-conditioning. And the response is changed from grumbling to putting on that coat.

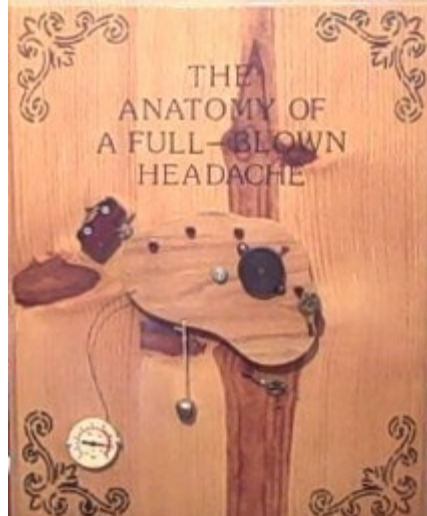
Memory Techniques are so much fun. And that last example is a legitimate example of putting meaning to the term. Let's breeze over to Anatomy.

The **Olfactory Bulb** – *the center where odor-sensitive receptors send their signals, located just below the Frontal Lobes of the Cerebral Cortex.* Oh, I love it! If your nose sends an odor from the paper mill (that old paper factory) to the old factory bulb, it's likely to explode with that powerful smell. And if you give yourself prefrontal lobotomy (an ice pick to the forehead) you'll always remember where the **Frontal Lobe** of the **Cerebral Cortex** is. Whoa, Dear, I mean figuratively!

The **Occipital Lobe** of the Cerebral Hemisphere – *The rearmost region of the brain; contains the Primary Visual Cortex.* Oh, that is so significant. Some people seem to have eyes in the back of their heads. Now we know why, because the primary visual cortex is located there. But try to sip a tall glass of tea from the backside and you'll remember that the occipital lobe is there. And the **Cerebral Hemisphere** contains all the celestial motion because that's where you see stars.

This could go on and on. I love studying the parts of the brain. Some years ago I built a model of the brain that demonstrates the Anatomy of a Full-blown Headache. It's just a silly picture, but in it you can see some of the brain parts; and you'll never forget where they are. And it got roars of laughter from several groups of people. It plugs in, makes sounds, and flashes lights. Here it is: The model is pictured below.

When a negative thought enters the mind, the Sternocleido Mastoid muscles of the neck tighten and draw down on the Occipital Lobe of the Cerebral Hemisphere. This swings the Pituitary Gland back on its Infundibulum, sending it crashing into the Cerebellum and causing ringing reverberations throughout the Cerebral Cortex. The pressure causes every Sulci and Fissure to throb, severely impairing the cognitive processes and rendering the brain totally dysfunctional.



## Learning a Foreign Language

Now let's talk about learning a foreign language. I learned Spanish many years ago, and recently I put together some mnemonics to learn Russian easily. For the Russian, I used someone else's mnemonics and changed some to fit my own personality and made some of my own. So I will be sure to use only the ones that are mine so I won't be accused of a Plagiarism.

I just love learning a foreign language. In many cases the foreign words are cognates (that is, related to the English word) but you don't recognize that until you have developed your creativity. And it is so much fun to make them become related to our words.

### A Little Spanish

**El mantel** – the tablecloth. Now, can you picture yourself putting the tablecloth on the mantle of the fireplace? Or try putting the mantle on the table for the cloth.

**Apagar** – to shut off. A peg are in the wall to shut the lights off (rather than that little bitty switch).

**El auricular** – the telephone receiver. Auricular in English means having to do with the hearing. Well, then put that auricular in Spanish up to your ear. It also has to do with the hearing.

### Some Russian

<u>English</u>	<u>Russian</u>	<u>Memory Technique</u>
(dark) Blue	Seenee	<u>See knee</u> , it's bruised black and <u>blue</u> .
(light) Blue	Galooboy	The <u>glue boy</u> uses <u>light blue</u> glue.
(wild) Animal	Zver'	<u>They fear wild animals</u> .
Airplane	Samolyot	He traded <u>some old yacht</u> for an <u>airplane</u> .
Barrier	Baryer	<u>Bar yer</u> door as a <u>barrier</u> against intruders.
Bed	Kravat'	A <u>bed</u> is special; I always <u>crave it</u> when I'm tired.
Car	Mashina	My <u>car</u> is a fine-tuned <u>machine</u> .
Fan	Venteelyator	The <u>fan</u> is a very good <u>ventilator</u> .
Jellyfish	Medooza	Watch me do the <u>jellyfish</u> stroll.
Mouse	Maysh'	<u>Mash</u> that <u>mouse</u> don't let him get away.
Parsnip	Pastyernak	<u>Past yer snack</u> time you can only have <u>parsnip</u> or carrot.
Salt	Sol'	<u>Salt</u> keeps the <u>sole</u> of my shoe from slipping on ice.

## Remembering a List

I could give you many more words in Spanish and Russian; but with these you can get the idea how to lock them into memory quick and easy. Let's move on and talk about remembering a list of things without knowing the Memory System. I will give you a couple different ways of doing that. But there are many. We are only limited by our own minds, experiences, and the creativity we develop along life's road.

**Remember a short list:** Everything you have experienced from birth until now is in your memory. And everything is remembered in pictures. You recall experiences as they are triggered. So in order to recall something at will, it must be pictured into memory and hooked to something that will trigger it. The hook has to be something that is already in your memory. The Billy Burden Memory Master Method makes use of mental hooks to which to hook something for easy recall. The longest list of things already in your mind is the numbers. They go to infinity. But we only use the numbers from one to one hundred and make them into a picture hook. But if you don't know the Memory System you can still devise a way to hook an item to something that is already in your memory such as the rooms of your house. So if there are 10 rooms in your house, and you wanted to remember 10 items, picture each item in a prominent place in each room. Then take a mental journey through your house recalling each item along the way. This would work very well for remembering the notes of a speech, a grocery list, or any other short list.

Let's try a short list locked to the rooms of the house. This is Zach's list with my items added to it. Zach is my helper on this article. We are going to need some supplies for our first day in college. Let's be sure to bring with us:

1. Laptop
2. Pen
3. Notebook
4. Backpack
5. Clothes
6. Tape Recorder
7. Books
8. Schedule
9. Screw Driver
10. Monkey Wrench

To lock these to the rooms of the house, we need to remember these rooms in the same order all the time. I will use my house and start at one end, not at the door. Yours will differ; but tailor this to your own environment. Use my words only for the learning experience.

I will give you the list of ten rooms to which we will lock the items. Write these down because when you test yourself you will need this list of my rooms. For the test you can list the items beside the room-hook. Later you can use your own rooms. Right now don't list the items. Just put them into your memory as I show you how.

1. Closet
2. West Bedroom
3. Hallway
4. Bathroom
5. Middle Bedroom
6. Furnace Closet
7. Kitchen
8. Water Heater Closet
9. Living Room
10. East Bedroom

Number one we need a **Laptop** because computers help us seem smarter. The first room is **Closet**. See yourself (in your mind's eye) getting the laptop out of the closet. It's a very big laptop because we need all the brainpower we can get. The more unusual the picture the easier you will remember it. It is so big you have a hard time getting it out of the closet.

Number two we need a **Pen** because the surest way to remember something is to write it down. But don't we always forget where we put that paper on which it is written? In your mind's eye take that pen and write it on the walls of the **West Bedroom**. Write it big so it covers all four walls. This bedroom is decorated western style so you'll know it's the west bedroom.

Number three we need a **Notebook**. The hook is hallway. Hang that notebook in the **Hallway** every time you arrive home from school. It covers a whole wall because you had to have a big one for everything you are learning. Actually the notebook learns more than we do if we aren't locking it into memory.

Number four we need a **Backpack**. The fourth hook is bathroom. That backpack is rather large too, to carry those big books. When you drag it into the **Bathroom** you can't get back out the door.

Five is **Clothes**. Hopefully you're wearing them (but not all at once); and you put them on in the **Middle Bedroom**. You know it's the middle bedroom because there's no floor anywhere except a small patch in the middle where you must stand to dress.

Six is **Tape Recorder**. Well I mean, somebody has to listen to the professor. But if you didn't like what he said, just open the **Furnace Closet** door and burn it up.

Seven is **Books**. Keep them in the **Kitchen** so you have an excuse to snack while you're studying.

Eight is **Schedule**. It is necessary to know what class is next. But when you keep that thing in the **Water Heater Closet** it gets water stained, dusty, and has burnt corners; and you can't read it anyway.

Nine is **Screw Driver**. We need that to take everything apart and analyze it. It's all part of the learning process! Keep that thing in the **Living Room** so you can adjust the TV, tuning it to the knowledge you gained in class.

And ten is **Monkey Wrench**. The teacher required that for getting your attention. It's easier to carry than a 2x4. Hang that monkey wrench in center of the **East Bedroom**. You know it's the east bedroom because the sun is always rising there and you can't get any sleep.

Now take the piece of paper on which you listed the rooms of the house and make the list of items beside them. You got them all correct didn't you? Don't be too concerned if you didn't do perfectly this time. You'll be very good at it soon.

## The Linking Method

This is another way to remember the list. It can be just as fun and easy to do. Don't worry, though, if some things seem a little difficult right now. With practice and experience you will get very good at it. Let's link the items together by picturing each one interacting or associated with the previous one. Here's the list again. We won't need the numbers this time.

Laptop	Clothes	Screw Driver
Pen	Tape Recorder	Monkey Wrench
Notebook	Books	
Backpack	Schedule	

To begin linking we see the **laptop**, make it a very big one if you want. Take the **pen** and stab it into the laptop. Take the **notebook** and use it to hammer the pen in deep. Take the **backpack** and cram it into the notebook. Now put the **clothes** into the backpack even though it is jammed into the notebook. Let's run the clothes through the **tape recorder** and record everything the teacher said on them. Stack the **books** on top of the tape recorder and it will record everything in them. Rewrite the **schedule** on the books to be sure you don't lose it. Take the **screwdriver** and screw the schedule to the books. Take the **monkey wrench** and tighten it all very tight.

Now take a piece of paper and see if you can write the list from the picture you saw in your mind.

How did you do? I'll bet you did very well. I did perfectly. Memory Techniques are fun, aren't they?

## Remembering Facts and Trivia

### Pearl Harbor

Let's devise a way to remember a few facts. We're getting hit with new ones all the time. What if we wanted to remember when Pearl Harbor was bombed? That was Sunday December 7<sup>th</sup> of 1941.

Pearl Harbor makes a picture in the mind, doesn't it? Whatever doesn't make a picture we can't easily remember it. So we will make it into a picture when we have to. See the harbor made of pearls or full of pearls.

It was on Sunday, so see a church and a preacher in the picture. He's preaching about the pearls because The Sermon on the Mount says, "Do not cast your pearls before swine."

It was in December, so we can see Santa Clause and winter things. It was on the 7<sup>th</sup> (day of Christmas my true love sent to me, 7 swans a swimming). See 7 swans swimming in the harbor of pearls.

And it was in 1941. Everything happened in the 19 hundreds. That's when you were born. But to remember that it was the forty-one, see the fort tee one and knock it back at that enemy. The fort is there for the defense of the harbor. It tees a cherry bomb on a golf tee and knocks it back at the enemy with the club.

You'll have a better chance of remembering this historical fact with the silly picture than with rote memory.

### Abraham Lincoln

Let's lock in the fact the John Wilkes Booth assassinated Abraham Lincoln on April 14<sup>th</sup> of 1865. He did that while Abraham Lincoln was sitting with his wife, Mary, and some friends in a private **booth** watching a play.

Say the word john, and say the word yawn. It makes your mouth move the same, doesn't it? Abraham Lincoln was old and tired. He yawned and his eyes winked to sleep in that booth. He was so old that the winks were crooked, so they were wilkes. See him yawn wilkes in the booth.

We know it was in April because we see the showers. April showers bring May flowers. We know it was on the fourteenth because they were watching four teens in the play. Let's elaborate on 1865- ate teen sick's tee five. Tee five is a vertebra. And if the teen ate so much he was sick, I think tee five would hurt some. What did he eat? May flowers. What's that got to do with Abraham Lincoln? Well, they were watching all this in the play. Okay, let's see what the story says now.

Abraham Lincoln yawns and wilkes in the booth. April showers all around them bring Mayflowers. Four teens in the play ate Mayflowers. After they ate, teens got sick and tee five hurts. That's it! John Wilkes Booth April 14<sup>th</sup> 1865. And by the way, that was on Friday. You can remember that because everyone goes to the show on Friday night.

### Mexican Independence

Let's lock in Mexican Independence Day- Sunday September 16<sup>th</sup> 1810. See the Mexicans setting off fireworks in church, setting the timber on fire, six teens were doing all this, and eight teens came and put a stop to it by knocking out the flames with their ten pins. Explanation: Independence always has fireworks. In church tells you it was on Sunday. Setting the timber is September. Six teens make the 16<sup>th</sup>. Eight teens with ten pins- that's bowling pins.

Mexicans setting off fireworks in church, set the timber on fire. Six teens doing it, eight teens with ten pins knock it out. Mexican Independence Day – Sunday September 16, 1810.

Now where am I getting all these days of the week for each event? That's part of my memory system, The Billy Burden Memory Master Method. If you choose to learn the whole system, you will be able to do that too. I have fun in groups telling people on what day of the week they were born.

## Overcoming Absentmindedness

Now I'm going to give you some little strategies that you can use for remembering little everyday things. This first one is called the Displacement Theory. These will be for overcoming absentmindedness. You can teach them to your parents and grandparents too.

**The Displacement Theory:** What if you think of something in the night and don't want to get up and write it down? You can use the displacement theory to recall it easily in the morning. **First** knock something out of place that you will see immediately upon awakening. Knock the lamp off of the night stand (I mean carefully lay it down). Turn the alarm clock upside down. Put your shoes on your wife's pillow. (she'll make sure you see them in the morning). **Second** associate whatever it is that you want to remember with the item that is knocked out of place. You just have to turn whatever it is you want to remember into a picture if it doesn't make one already. If it's a sentence or quote, just use reminder words. **Then** when you get up in the morning, you will see the item out of place. You may wonder for only a moment what happened, then you will instantly recall the picture you associated with that item.

**Catastrophic Analysis:** Sometimes you can't remember if you locked the door when you left your house or apartment. And you sometimes feel compelled to run back and check it after you're five miles down the street. Try one of these: Picture little catastrophes happening and analyze and fix them creatively. At the time you lock the door, picture yourself getting a big wrench to turn the lock because it's stuck. You'll remember whatever you picture. Picture yourself locking it with the key so fast that the key is smoking hot. It burns your fingers. Blow them off or put them in your mouth to cool them and you won't forget it. Picture the lock covered with ice and it won't easily turn. You have to chip the ice off with your lunch box or whatever you're carrying.

Think of other things; and do something different every time. Make up seven different things and use them over and over again on their respective days of the week. I just made this up. It isn't part of the Memory System. And later you will make up things of your own too.

**Work with Linking:** What if you're at work and you walk all the way across the building to get something, and when you get there you forgot what it was that you went after. Then you walk all the way back to your office and sit down and it comes instantly to mind. Bill Cosby says that's because Memory is in the seat of your pants. It is activated when they touch the chair. The remedy is to take the chair with you. Here's a remedy that is easier to carry. Let's say you want to get a pair of scissors from the nurse's office. Before you start walking, picture the scissors being happy to see you when you arrive. They're jumping up and down and dancing around so much you have trouble getting a hold on them. Let's say you were sent after two cokes, three bags of chips- Doritos, Fritos, and Ruffles, a Musketeer bar, and a Snickers bar. How are you going to remember that since you have nothing with which to write it down?

Picture yourself drinking the two cokes one on each side of your mouth. While doing that, the door eats your toes, causing you to spill free toes all over the floor; the Ruffles are so bored with all the hilarity that they flatten out and go to sleep. The Musketeers are working away with their muskets to wake up the ruffles; and the Snickers are scoffing and snickering with criticism over the whole ordeal.

Picture whatever comes quickly and easily for you. You have to be locking each item in as it is ordered. And if you were a waiter or waitress you could do that with people's orders too.

**Hilarious Adventures:** What if you wanted to remember to call a friend as soon as you arrive home? Picture the phone jumping up to greet you in the name of your friend.

What if you wanted to remember to water the plants before you leave home in the morning? At the time you decide that has to be done, picture a flood of water hitting you when you open the door to leave and the plants swimming in to get you.

You are unlimited in the memory strategies you can use. Let your mind run free and dream up new and better ways of remembering. No one has to know what goes on in your mind. You will develop creativity. You will be a lively and active person. There will never be a dull moment in your life. And you will be amongst the smartest students in your classes.

If you decide you want to be using a full dose of memory strategies you can order the **Billy Burden Memory Master Method** at [www.PatrioticAmericanMemoryTraining.com](http://www.PatrioticAmericanMemoryTraining.com)

At that website you will learn that my specialty is memorizing long documents of History and Scripture. But you won't learn to do that in the Memory Course. I am the only one who can teach you to do that because I'm the only one who does it. Of course, others can devise a way to do that; but I have a track record. I've been doing it for 12 years. I have in excess of 12 long documents in my memory right now. The longest one is the entire book of Romans, which is 16 chapters, 10,393 words. Would you like to be able to do that? I will show you how it's done right now; but you will need a system of mental hooks to do it. You can create one of your own. Or you can get one of the many that are available. But if you choose to use the one I peddle, you will have me too, to help you with all your memory needs.

## Memorizing Long Documents

Twelve years ago I didn't know that I was capable of memorizing a long document. But I knew that nothing was impossible to me because I belong to God. He's the one who gave me Memory Techniques; and He led me to memorize long documents of History and Scripture. I didn't choose to do that on my own. But when He gave the suggestion, I was delighted with it. He is the only one who knows what will light my fire.

I knew, by that point in my life, that I could accomplish anything, with ease, if I broke it down into manageable proportions using the Inch-by-Inch Principle. The first document I memorized was the Declaration of Independence. It is 1400 words. If I tried to put that into memory all at once, I would have jammed my memory banks and burned out my delicate psyche. So I broke it down into 47 manageable proportions and it's just floating around in there with plenty of room for more. Yard-by-Yard life's just too hard; but Inch-by-Inch it's a Cinch. Here's that poem for you:

### Inch by Inch It's a Cinch

Years ago when life's storms raged  
I weathered them as best I could.  
Like a scraggly Cedar rooted in dust,  
against the gales I stood.

The wind and the rain tore at my boughs.  
Needles fell to the ground.  
I won the battle for stand I must,  
though battered and bruised and scarred.

Then I discovered, through the wisdom of age,  
that life needn't be this hard.  
I had met the breeze with a one-foot ruler  
and was bucking it yard by yard.

It didn't take long to change my strategy  
when the simpler way I found.  
I encountered a huge tornado  
and into breaths I broke it down.

Now, when the challenges of life seem overwhelming  
I remember with a pleasant grin  
that yard by yard life's just too hard;  
but inch by inch it's a cinch.

Wes Allen  
9-2-94

Here's number one in The Declaration of Independence:

**When, in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another and to assume, among the powers of Earth, the separate and equal station to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.**

That's the first sentence. I have to lock it to my hook for number one, which is my big toe. So I have to associate those two things together in a picture in my mind. Now, if I can lock all that to my big toe, what can I do with the rest of my body?

It wouldn't be good to lock each word to a separate hook because then when I'm presenting it would go something like this: When- in- the- course- of- human- events... because I would have to think of each hook and recall what I locked to it. It would be choppy. So it's necessary to lock each idea to one hook and use reminder pictures. Add as many things to the picture as you need for reminders.

I see my big toe following the course of human events. *The course of human events is an obstacle course.* I see my big toe dissolving the political bands. It's necessary to turn political bands into a picture. *I see that they are tough leather bands.* I see my big toe finding its place among the powers of Earth. *The powers of Earth are lightning and thunder and sunshine and wind and water.* And I see my big toe giving a speech declaring the causes.

And so on down the line, we need to lock each idea to a separate hook using as many reminder pictures as needed. The Declaration is a list of causes. It's as easy as locking in a list of items. Whatever doesn't make a picture, turn it into one. Let's take a look at a few pictures in the Declaration. **“For quartering large bodies of armed troops among us”** You can see them putting up groups of soldiers in barracks; but a more lasting picture is this: I see myself with a sword quartering a large body (like Goliath) cutting him into fourths. And that's number 23. My hook for 23 is name. I see that large body wearing a nametag that says, Goliath.

**“We have reminded them of the circumstances of our emigration and settlement here.”** That's number 42. My hook for 42 is rain. I see myself reminding them that we were escaping from England's religious persecution and settling in the rain.

**“And for the support of this declaration, with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our lives, our fortunes, and our sacred honor.”** That's the last sentence. It is number 47. My hook for 47 is rake. I see myself positioning the rake to hold up (support) a copy of the Declaration. I see myself holding onto my rake as the protection that God provided for me. And I see myself pledging to my fellow countrymen the use of my rake and me.

The Declaration is 1400 words, and I only needed 47 hooks to memorize it. The book of Romans is 10,393 words, and I only needed 39 hooks to memorize it. You can do a lot with the 100 hooks provided in The Billy Burden Memory Master Method. It can be found at [www.PatrioticAmericanMemoryTraining.com](http://www.PatrioticAmericanMemoryTraining.com)

## Memorizing Scripture

Every verse of Scripture is already numbered. So all you have to do is make that verse into a picture and lock it to the hook for that number. I can lock in an average chapter of Scripture with about 30 long verses, about 1000 words, in one hour. Shorter chapters go quicker.

My twin sister has a photographic memory. She can memorize a chapter of Scripture in 5 minutes. So she says; I haven't seen any proof. When I'm presenting Scripture I can see the page in front of my eyes. I can't just read it; but I know exactly where the verse is on that page that I am speaking. In Psychology that is called “Method of Loci.” You will learn some Memory

Techniques in Psychology. In using Memory Techniques we are developing the closest thing to a photographic memory that can be found. And you are doing the best thing for your mind. You are stretching it to absorb oodles of information.

Let's look at some verses of Scripture and determine how to lock them into memory. The first Scripture I memorized, besides verses at random, was The Sermon on the Mount. The first verse in The Sermon is Matthew 5:3 which says, "**Blessed are the poor in spirit, for theirs is the Kingdom of Heaven.**"

My hook for number 3 is Ma. So I have to picture my Ma together with poor in spirit. That's the only reminder I need for that verse. But poor in spirit can't readily be seen, can it? So let's turn it into a picture. I can see my Ma pouring in spirits, drinking from a jug of bootleg spirits. That's probably the most unwholesome picture I used in memorizing Scripture. I try to keep that honorable to God. But God doesn't condemn spirits or any other of the actions man uses for pleasure. He condemns "People hurting people." Nevertheless, we ought always to keep good and wholesome the words we use in public.

Romans talks a lot about "the circumcision." I know what that is; but I don't want to think about it when I'm presenting Scripture. So I picture circumcision as a circular incision. It's done in the top of the head. That's so your halo will make a better ground.

In Romans 16:7 the Apostle Paul says, "**Greet Andronicus and Junias, my kinsmen, and my fellow prisoners, who are outstanding among the Apostles, who also were in Christ before me.**" My hook for number 7 is cow. I have to see all that in association with cow. So I see Andronicus and Junias as names of two of my cows. I see them related to me. I see them in prison with me. And I see them out(side) standing among the Apostles.

## Pictures Fade

There is something very wonderful that happens after you have done a few presentations of whatever document you have memorized, or after you have run it through your mind a few times. I used to practice my presentations while I drove to work and while I drove home. That kept me awake many times and probably saved my life because for seven years I had a sleep-apnea-type problem and I couldn't stay awake. So when a driver pulled up beside me and saw me talking to myself, I would sometimes get laughed at. But if they knew what I was doing, it would have boggled their minds. No one else can do what I do; and I'm proud of it.

The wonderful thing that happens is this: The pictures fade after a while. You won't need them any more. Whatever you have memorized becomes a permanent part of your memory. So when I am presenting Scripture, or any other document, when my mind says the number- whatever I locked to it is automatically there. Many times I even plow ahead and don't think of my numbers because it's going so well. But that's not good because when I hit a snag I have nothing to tell me where I am in the document. I try to think of my numbers all along, and the verses come instantly, with the number, without even thinking of the picture.

Last week I was preparing to do a presentation of The Declaration of Independence. I hadn't done that in a few years. I don't do anything without practice. That's relative, sometimes people have pushed me for a presentation on the spur of the moment and I performed majestically. All I did to reactivate The Declaration in my memory was read it out loud to myself. The numbers jumped in and attached themselves to each statement, and boom, it was back in my memory in a flash.

## How to Remember Names & Faces

When you want to remember someone's name, it's not good to just lock it into memory. You won't know what face it goes with. You'll be running around with a name looking for a face to pin it to. But if you lock the name to the face, chances are the next time you see that face there will be the name right there with it.

So what we must learn is how to lock the name to the face. In order to accomplish that, take the outstanding feature of the face and associate it together, in a picture in your mind, with whatever the name suggests. It's just like remembering an item. You associate it with your mental hook. For names we don't need a mental hook. The face is the hook. We just want to hook the name to it.

Let's try an easy example. No matter where you see the face below, you are going to know that it is George Washington. Whenever someone wants to represent George Washington at a costume party they get a curly white wig and a blue service uniform. And if they really want to look authentic they get a pair of tall black boots. Then no matter what the face looks like, we know it is George Washington. We've been trained to know the Washington look.

By the way, do you know why George Washington's dad didn't punish him for chopping down the cherry tree? Because he still had the axe in his hands.

Since the clothes are going to (hopefully) we don't want to outstanding feature. So about George Washington is a specific type of curly white and round at the top. If we curly white hair, we wouldn't Washington look. Note: On the hair because it changes time on men it will be okay. outstanding feature on work. There are things about other. What we want to do is notice first, the one that



change all the time use clothing as the what we are remembering his curly white hair. And it's hair. It is medium length saw very long or Afro-type consider either of them the females it isn't good to use its look often. Most of the But even if we used another George Washington it would his face that differ from any grab the feature that we jumps out at us.

You can also see that he has a long face. He has puffy cheeks. You can see narrow eyes. You can see a knobby chin. You can see a long nose that points down in a triangle. Any of these would be suitable for his outstanding feature. We are all different. Different people will notice different things about others. Whatever you notice first is what stands out to you. What you notice is what's important.

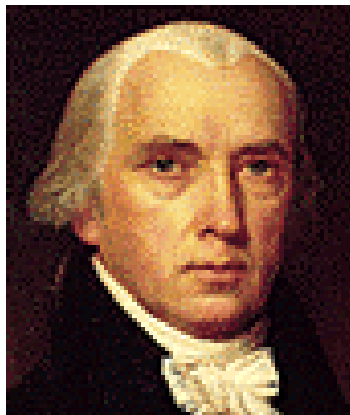
Now take the name Washington; what picture does it suggest? We remember everything in pictures. You're not going to very readily remember a word that doesn't make a picture. Most of the time we use the last name and the first name rides free of charge. It just sticks with its surname. If the name doesn't suggest a picture, turn it into one. That's called using a homophone. Use whatever causes you to home in on the name, whatever causes it to phone home. Washington makes two words: Washing and Ton. They both make a picture in the mind.

So we have both pictures: the curly white hair and the washing ton. Associate them together in a picture in your mind while you are looking at the face and the outstanding feature. Put yourself in the picture doing the action and you'll remember that you did it. See yourself washing a ton of white curly hair on top of George's round head.

## Example Two

Let's take James Madison. Look at his outstanding feature first. Whenever you are meeting someone, while you are approaching them, be looking at the face and picking out the feature. The more you do it, the faster and better you will get at it.

Learn to relax and not be thinking about what you will not be time to look at his can be spontaneous with remarks. You will get better practice.



He has bags under his eyes. let anyone know what picked out or they might be humorous always because remembered and they tend sharing them with others. and I fail to make it light and

uptight. If you are frantically say to this person, there will outstanding feature. You your greeting and opening and better with that as you

Sometimes you don't want to outstanding feature you offended. I try to be funny things are easily to lighten the heart if I'm Sometimes I might be uptight humorous.

Now take the name Madison; what does it suggest? There are two words here: Mad and Son. He's mad at his son. In your mind's eye, see him so mad at his son that all the anger is draining down into those bags under his eyes. The anger is forming and filling the bags.

## Example Three

Let's take John Tyler. What glimpse of his face? I see a perfect curve with the the blade of an axe. Noses the forehead. The two go long hair at the back of his have a tomahawk.



What does the name Tyler If you wanted to tile that bet we could cut the tile

In your mind's eye, see hair by the handle, chop the tomahawk, and apply it to the forehead. Just tile her and she'll be all right.

feature do you see at the first long nose coming down in a forehead. It kinda looks like seem to be an extension of together very well. Use the head for a handle and you

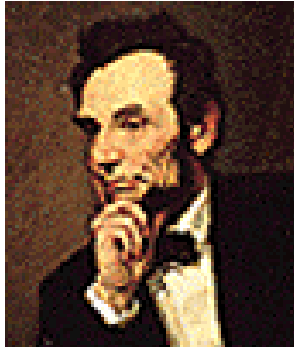
suggest? Tie her. Or tile her. high forehead what do you with the tomahawk?

yourself doing that. Take the tile with the sharp-nosed

## Example Four

Another face you know anywhere is Abraham Lincoln; but we know him by his hat. Even without his hat we recognize Abraham Lincoln is known had. But he's also known as

Look at his thin jaws with covering his beard while he's think about putting a Link On beard? See where the cheekbone? Hook them place. Use a chain link or a of the name Lincoln. Remember the time he That wasn't a very leather was it?



the dark hair and rough features. as the best president we've ever the ugliest. I think he looks great.

high cheekbones. His hand is deep in thought. What do you that high cheekbone to hold up his sideburns come up to the over the bone to hold them in hyperlink. Link on will remind you

walked a mile to return two cents? economical use of time and shoe

## Practice

Take the next few names and faces and see what you can do with them. Then we will try some first names along with the last. And later we will experience locking in the first name only.



Rutherford B. Hayes



Grover Cleveland



William Howard Taft

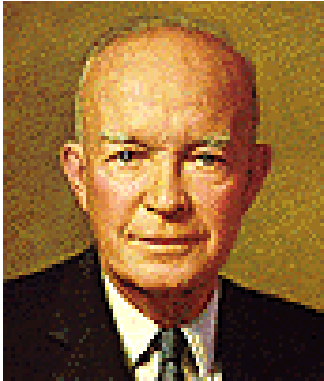


Calvin Coolidge

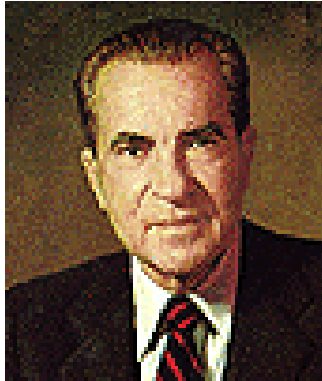


Herbert Hoover

## Locking in the First along with the Last Name



Dwight D. Eisenhower  
(the light) (eyes in hollow)



Richard Nixon  
(rich hard )(nicks on)



George Bush  
(gorge) (bush)

All it takes to lock in the first name along with the last is a little addition to the picture. Look at Dwight David Eisenhower. His outstanding feature is those deep bright eyes. The homophones for the names are in parentheses above. Shine the light on the eyes in the hollow.

Look at Richard Nixon. See the nick on the bridge between his eyes and the nicks under his eyes? See yourself putting rich and hard nicks on his face.

Look at George Bush. His eyes are narrow-set with a gorge between them and bushes over them. See yourself carving out the gorge between the bushes.

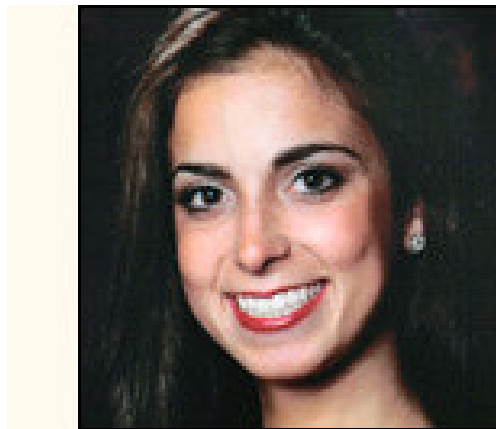
By the way, the only thing wrong with Clinton is that he was caught between two Bushes.

## Locking in the First Name Only

Let's work with some females. I didn't mean to be leaving them out. You lock a female name to her face in the same manner as a male. Just be careful not to choose an outstanding feature that is subject to change. What could be subject to change in the face below? Eyebrows, eyelashes, lip color, color and texture of the facial skin, hair color and style, even the retina of the eyes could change by wearing colored

This girl is Charlene. when you look at her from that gorgeous smile. jaws. They are stretched smile for the cameraman.

Now this time we're going to her beautiful face. close enough to bring to yourself leaning a jar make them flat. Now roll it some relaxation into her jaws.



What do you see first face? I mean aside I see her flat, tight tense to hold the

to lock the first name Charlene – jar lean is mind Charlene. See against those jaws to around a little to get

Sometimes we don't get the last name. We're only getting a first name and that makes it necessary to use only the one without the other.

You know, facial features are so similar! Let's do a face comparison exercise later to get better at picking a feature that will be the one that stands out; and help us pick a unique one for each face. And I'll also give a list of suggested homophones for names. This will be the best names and face lesson you can get anywhere.

### Example Two

This girl is Phyllis. What stands out about her face? How do you like that wonderful smile? Can we use a smile? Is that subject to change? Yes, but if you get in the habit of smiling when you are approaching someone you will smile in return. And about this smile is not the upper lip is across and the lower curved dip in the the lips but not the lip often. cheeks? Phyllis. Let's use fill us a pair of puffy filling into the chute

Look how perfectly straight lip takes a perfectly middle. So we can use color. That changes And see her puffy Her first name is us. I'll bet we can fill cheeks by pouring the formed by the lower lip.



### Practice

Try these two for practice using the first name only.



Virginia



Laurie

## Face Comparison



Let's just look at some of the features of these faces, compare them, and note the differences. The first face has cute little freckles (Angel Kisses). None of the others has Angel Kisses; but don't they all look like Angels? The second face has puffy cheeks while none of the others do. The third face has bright glowing eyes. The fourth face has the biggest puffs over her eyes and the darkest eyes.

The first and third have nearly the same shaped chins, flat on the bottom and triangle jaws. The second has a rounded, more protruding chin than the others. The fourth chin sets back farther. The second has a more rounded, higher forehead. These are only a few of the features. Pick out some that you see. And let's try four more faces.



Okay, you compare the faces and list features. Remember to be careful not to pick features that are subject to change.



## Examples of Homophones and Pictures for First Names

Abigail – a big gale

Adam – a dam

Aileen – I lean, eye lean

Andrea – and reach a...

Anglina – angel lean on

Anna – and a

April – the month of April, April showers

Arnold – are old, arm rolled

Ashley – ash lee

Barbara – barb (a sharp point)

Belinda – bell in the

Betty – bet he

Bronwyn – braun wins

Brook – brook (running water)

Carla – car lot, curl a

Cathy – cat he

Carl – curl

Cindy – sin-d, as differs from sin-c

Daniel – dance and yell

Dexter – next to her, dexterity

Earl – early, curl

Emil – aim L

Frederick – spread her itch

Fred – Flintstone, or friend

George – gorge

Gregory – gray and gory

Hugh – huge

Halbert – hail burst

Hank – hanky, yank, yanky

Herald – hair old, hark the herald angels

Howard – how hard

Icabod - icky body

Ira – I rate, a rat, ivy

James – j-shaped frames

Jerry – chair he...

Joseph – the chef

Jerald – chair old

John – yawn, fawn, yarn

Jim – gym

Junior – chewin your

Jennifer – chinny fur

Kimberly – him burly

Katie – cutie, ok tee

Laurie – lower it

Liz – lizard

Louise – loose

Lydia – lid, lid on a...

Lynn – lint, line, lent

Laurel – law will

Libby – lippy

Lisa – lease a...

Lucy – loose sea, loose c

Larry – lariat, leary

Landon – land on

Mike – microphone

Nicholas – nicks will last

Oral – or I'll... oral

Pam – pam (spray)

Peggy – (a little) peggy (with her punches)

Peter – pete moss, pet her

Paul – short for power Maul

Quinton – squint on

Richard – rich and hard

Robert – robber, robot

Rupert – rude and pert

Simon – sign on

Steven – steep on, sleeve on

Sue – sue

Susan – sue son

Terry – tear he, terry cloth

Timothy – timid bee

Tommy – tomahawk, tummy

Vincent – vine scent, win cent

Wes – west

Zian – see on

Zachary – the canary, they carry, sack carry

## Examples of Homophones and Pictures for Last Names

Allen – allen wrench  
Alderman – older man  
Adkins – add kids  
Alexander – alex and her  
Allison – ally son  
Anderson – and her son  
Arsenault – arsenic  
Augsburger – hogs burger

Baggett – bag it  
Barnard – barn yard  
Bennett – bent it  
Blocherer – one who blotches  
Bodiford – body of a Ford  
Braddock – something for knocking brads in  
Brednich – it happens as the knife goes wild

Calanchi – clintch it  
Caughey – from smoking too much  
Chadwick – chat with  
Chandler – one who makes candles  
Cheatham – cheese em  
Christopher – Christ stop her  
Colglazier – coal glazer  
Cothron – cotton, cloth run...  
Czyzewski – the zoo ski

Dehoogh – de who?  
Dieffenwierth – deaf and worth  
Douglas – dough glass  
Durrington – during ton

Egnoski – egg nog on ski  
Erickson – erring son  
Etheridge – S-shaped ridge

Fambrough – the family bro  
Fortenberry – for ten berries  
Franklin – frankly  
Fulton – full ton

Garnett – car net  
Gaulden – scalding  
Gaicomarro – guy come tomorrow  
Gilbreath – gill breath  
Greeson – grease on  
Grissom – grizzly mom  
Guthrie – just read

Haggerton – haggard ton  
Harwell – heart well  
Heffner – hefty and near  
Helbing – helping  
Helzer – held her  
Hendrich – hen drip, hen rich  
Hernandez – her hand is

Isham – issue

Jorgensen – jerking son

Kasterke – casted key  
Karova – car over  
Kuoappala – cooperate

Lamberth – give birth to a lamb  
Launius – lawn kneel us

Maddox – mad ox  
McPherson – me fear son  
Montalvo – mount tall vote  
Moyers – older mayors

Nieswiadomy – needs we add on me?

Oliver – I love her

Pennington – penning a ton

Reicheneker – ripen her

Shroeder – erode her

Tappe – a wig for a bald man

Underwood – under the wood

Vanderveer – a van with veneer

Waldron – wall'd run

Yarbrough - a yard with borrows  
Yochum – yoke em  
Yowell – what a cat does in a barrel

Ziegler – certainly not straight

There are obviously millions more names, and I may not have touched on the ones important to you. But with these examples you can see how to turn them into something that makes a picture. There are millions of faces you will see in your lifetime. Many have similar features. All this is given for examples to get you started picking the outstanding feature and making pictures quickly. Speed is of the utmost importance. With practice you will get fast and good at it.

This skill doesn't belong to any one single Memory Trainer. It is done the same way in all Memory Systems. I have been exposed to several of these systems in the last 29 years. And all the examples I gave here came from my own mind. I hope to have not used anyone's picture who will be offended because of it.

Remembering names is so important in the business world and in making friends. No one has a foolproof memory. It is even more important to relax and be jovial all the time and with everybody. A warm smile and a friendly laugh can turn away the wrath brought on by the biggest blunder. People are basically friendly until you offend them purposely.

I have so much fun at times going to a potluck or get-together where I don't know anyone but the person who invited me. I will meet everyone and lock their names to their faces. Then later I will make a chance to tell them about it and show them how it's done. I have made many new friends at gatherings like that. And I have witnessed the bonding of hearts together in friendships when I introduce people to each other whom I didn't even previously know.

## **Presenting Memorized Documents**

It is very remarkable skill to be able to memorize a long document and to recall it at will. Without picturing it into memory and having the hooks to recall it at will, it is much more difficult to do the presenting. When you are not totally confident in the memory process, you have a tendency to recite it very fast (rattle it off) to get it all out before you forget something, and because you are eager to get out of the limelight. Then it loses some of its meaning, and it can't move the listener's mind and emotions effectively. Thus it is necessary to take a look at how a document should be presented.

It would be the job of a skilled speech teacher to train you to do the presenting. I had no training at that. It was a gift given to me and I was very good from the start. When I memorize something, I am very confident that it will be there when I open my mouth to speak it; so I concentrate on the message. I want to present it with the fervor and feeling with which the author wrote it. So I meditate on it long enough to understand the deep meaning of every word.

I was a Toastmaster for five years, and I did develop my speaking skills. In order to get good at something, it is necessary to just do it, and do it, and do it. I know that it is a frightening experience to stand before a group of people and talk. That fear is second only to the fear of death. But now I don't fear either one. "Do the thing you fear the most, and the death of fear is certain." That is a quote from somebody, a motivational speaker; I don't know which one.

And I had two speech classes in college prior to Toastmasters. Back then I considered myself deadily dull in my speaking ability. But in Toastmasters I was good from the very beginning for it was only a few months before I joined that the incident happened where I was given the gift of public speaking. Toastmasters (to develop the gift) was handed to me at a strategic moment

too. I had been in Divorce Recovery, and I was getting good at making people laugh. I thought they needed that, I certainly did. But one day I was asked to leave Divorce Recovery. I was devastated. I decided I would never speak in a group again. But I was scheduled to give a 5-minute sharing talk in my Sunday school class.

I called the class leader and told him I wouldn't be able to do that. He said that was okay, that he'd fill in for me. But the next day I was sharing with two girls from the class the little story I had prepared to tell. They both said, "Wes, you've got to share that with the class. We need to hear that." And they kept convincing me that I could do it. That was from God. I told them that I had already called the leader and cancelled; and that he was making alternate arrangements. I said, "If you really think the class needs to hear that, you tell the leader to just call on me and force me to get up there and talk. Because I won't do it on my own initiative."

And that is basically what happened. I came unprepared. I didn't even bring the written story with me because I didn't think anyone would call on me. But he did! Those girls were something! And like I said, that was from God. That was the beginning of my public speaking, not the end. I gave that 5-minute talk without using notes. It was something that happened in my life. It came straight from my heart with all the fervor and the feeling with which God put it there. One of the class leaders said later, "Wow! Wes, you're a natural (speaker)."

Now, if you memorize something people need to hear, don't you think that God would see to it that you also acquire the ability to present it? With every gift given comes the necessity to develop it. So I will give you some speaking tips from what I learned in the last 14 years that will help you to develop your speaking ability. You don't have to join Toastmasters or take a speech class. You can learn by doing. This will be a self-help speaking course that can be done in the privacy of your own home.

Let's take only one document for an example. Perhaps it is best to use a poem because if you don't present a poem properly it becomes a sing-songy experience. I've had people tell me, in my Creative Writing class, that they don't like to write poetry that rhymes because it goes, "Ta da, ta da; ta da, ta da." That didn't dampen my spirits any at all. I just decided that was their excuse so they didn't have to admit that they couldn't put rhyming words together. You have to have a very good command of the English language to have enough choices of words to say all that you want and keep it rhyming and in rhythm. Most of my poetry rhymes; and none of it says, "Ta da, ta da, ta da, ta da." But a poem will sound like that if you rattle it off.

Let me give you "The Midnight Ride of Paul Revere." I love that poem. And Henry Wadsworth Longfellow made it rhyme. And it has deep meaning and conviction. And in places it will move the emotions when presented dramatically.

### Paul Revere's Ride

Listen, my children, and you shall hear  
of the midnight ride of Paul Revere,  
on the eighteenth of April, in seventy-five;  
hardly a man is now alive  
who remembers that famous day and year.

He said to his friend, "If the British march  
by land or by sea from the town tonight,  
hang a lantern aloft in the belfry arch  
of the North Church tower as a signal light—  
one, if by land, and two, if by sea;  
and I on the opposite shore will be,

ready to ride and spread the alarm  
through every Middlesex village and farm,  
for the country folk to be up and to arm."

Then he said, "Good-night!" and with muffled oar  
silently rowed to the Charlestown shore,  
just as the moon rose over the bay,  
where swinging wide at her moorings lay  
the Somerset, British man-of-war;  
a phantom ship, with each mast and spar  
across the moon like a prison bar,  
a huge black hulk, that was magnified  
by its own reflection in the tide.

Meanwhile, his friend, through alley and street,  
wanders and watches with eager ears,  
till in the silence around him he hears  
the muster of men at the barrack door,  
the sound of arms, and the tramp of feet,  
and the measured tread of the grenadiers,  
marching down to their boats on the shore.

Then he climbed the tower of the Old North Church  
by the wooden stairs, with stealthy tread,  
to the belfry-chamber overhead,  
and startled the pigeons from their perch  
on the somber rafters, that round him made  
masses and moving shapes of shade-

by the trembling ladder, steep and tall,  
to the highest window in the wall,  
where he paused to listen and look down,  
a moment, on the roofs of the town,  
and the moonlight flowing over all.

Beneath, in the churchyard, lay the dead,  
in their night-encampment on the hill,  
wrapped in silence so deep and still  
that he could hear, like a sentinel's tread,  
the watchful night wind, as it went  
creeping along from tent to tent,  
and seeming to whisper, "All is well!"

A moment only he feels the spell  
of the place and the hour, and the secret dread  
of the lonely belfry and the dead;  
for suddenly all his thoughts are bent  
on a shadowy something far away,  
where the river widens to meet the bay-  
a line of black that bends and floats  
on the rising tide, like a bridge of boats.

Meanwhile, impatient to mount and ride,  
booted and spurred, with a heavy stride  
on the opposite shore walked Paul Revere.  
Now he patted his horse's side.  
Now gazed at the landscape far and near.  
Then, impetuous, stamped the earth,  
and turned and tightened his saddle-girth.

But mostly he watched with eager search  
the belfry tower of the Old North Church,  
as it rose above the graves on the hill,  
lonely and spectral and somber and still.  
And lo! as he looks, on the belfry's height  
a glimmer, and then a gleam of light!  
He springs to the saddle, the bridle he turns,  
but lingers and gazes, till full on his sight  
a second lamp in the belfry burns!

A hurry of hoofs in a village street,  
a shape in the moonlight, a bulk in the dark,  
and beneath, from the pebbles, in passing, a spark  
struck out by a steed flying fearless and fleet;

That was all! And yet, through the gloom and the light,  
the fate of a nation was riding that night;  
and the spark struck out by that steed, in his flight,  
kindled the land into flame with its heat.

He has left the village and mounted the steep,  
and beneath him, tranquil and broad and deep,  
is the Mystic, meeting the ocean tides;  
and under the alders that skirt its edge,  
now soft on the sand, now loud on the ledge,  
is heard the tramp of his steed as he rides.

It was twelve by the village clock  
when he crossed the bridge into Medford town.  
He heard the crowing of the cock  
and the barking of the farmer's dog,  
and felt the damp of the river fog  
that rises after the sun goes down.

It was one by the village clock  
when he galloped into Lexington.  
He saw the gilded weathercock  
swim in the moonlight as he passed.  
And the meeting-house windows, blank and bare,  
gaze at him with a spectral glare,  
as if they already stood aghast  
At the bloody work they would look upon.

It was two by the village clock  
when he came to the bridge in Concord town.  
He heard the bleating of the flock  
and the twitter of birds among the trees,  
and felt the breath of the morning breeze  
blowing over the meadows brown.  
And one was safe and asleep in his bed  
who at the bridge would be first to fall,  
who that day would be lying dead,  
pierced by a British musket-ball.

You know the rest. In the books you have read,  
how the British Regulars fired and fled-  
how the farmers gave them ball for ball  
from behind each fence and farm yard wall,  
chasing the red-coats down the lane,  
then crossing the fields to emerge again  
under the trees at the turn of the road,  
and only pausing to fire and load.

So through the night rode Paul Revere.  
And so through the night went his cry of alarm  
To every Middlesex village and farm-  
a cry of defiance and not of fear,  
a voice in the darkness, a knock at the door,  
and a word that shall echo forevermore.  
For borne on the night-wind of the Past,  
through all our history, to the last,  
in the hour of darkness and peril and need,  
the people will waken and listen to hear  
the hurrying hoof-beats of that steed,  
and the midnight message of Paul Revere.

## Self-Help Speaking Course Dramatically Presenting a Poem

Listen, my children, and you shall hear  
of the midnight ride of Paul Revere,  
on the eighteenth of April, in seventy-five;  
hardly a man is now alive  
who remembers that famous day and year.

[Click: To see and hear  
a video recording of  
the poem.](#)

At every comma it is necessary to pause. At some I pause more briefly than at others. When I say “Listen, my children,” I put emphasis on “Listen,” extending two hands moving outward to include the whole group as if they were my children. Note: This is not a cupping-the-ear listening situation because I want them to listen to me, not some sound in the distance. The emphasis on Listen says I am excited to tell you this. It is good to use whatever gestures come natural. You can click the link above to see and hear the poem. Sometimes I don’t achieve my own ideal; but it’s a good production.

“My children” is said lightly because these are not really my children and often not children at all.

Don’t pause at the end of the first line because there is no period or comma. Getting in the habit of that will cut out some of the sing-songy effect.

There is a comma at the end of Revere, but pause lightly because it is telling us what midnight ride and is almost a continuation that could go without a comma.

Pause a little longer at “seventy-five;” because that could just as well be a period; but excitedly begin “hardly” and put emphasis on “alive” because that’s an astonishing fact, and you will be giving the listeners the story and the memory.

Whew! That’s a lot for the first five lines; but it will get better as we go along because I won’t repeat, in similar situations. You can always click the link above to listen to the recording and see what I mean.

He said to his friend, "If the British march  
by land or by sea from the town tonight,  
hang a lantern aloft in the belfry arch  
of the North Church tower as a signal light-  
one, if by land, and two, if by sea;  
and I on the opposite shore will be,  
ready to ride and spread the alarm  
through every Middlesex village and farm,  
for the country folk to be up and to arm."

Start strong because this begins the story you are excited to tell. Say the first phrase slow putting emphasis on “friend” because he’s an important character, and this little conversation began the whole incident.

Pause after “friend,” and hit “if” hard because it begins a quote. Remember not to pause at the end of a line if there is no comma or period. These nine lines can go pretty fast because it’s a quoted conversation between two men. Say it as if you are Paul Revere talking to your friend.

It would be a natural gesture to raise a hand indicating upward toward the “belfry arch.” You can use fingers to emphasize one and two. And the hand leans toward you to lightly indicate “and I on the opposite shore will be,” One extended hand moving to the side indicates “through

every Middlesex village and farm,” and quickly jerks into a get-em-up gesture “for the country folk to be up and to arm.” Note: Middlesex is a county.

Then he said, "Good-night!" and with muffled oar  
silently rowed to the Charlestown shore,  
just as the moon rose over the bay,  
where swinging wide at her moorings lay  
the Somerset, British man-of-war;  
a phantom ship, with each mast and spar  
across the moon like a prison bar,  
a huge black hulk, that was magnified  
by its own reflection in the tide.

I hit the “Good-night” harder and louder than one would normally say goodnight because I’m emphasizing their parting, both on a mission. I make the rowing motions, gesture for the moon, and point out the ship. I have a model of the ship and the church that I built. You won’t have that but you can make gestures for the mast and spar. Mast is the vertical, and spar is the horizontal members that hold the sails. Use two hands to show that it was “a huge black hulk.”

Meanwhile, his friend, through alley and street,  
wanders and watches with eager ears,  
till in the silence around him he hears  
the muster of men at the barrack door,  
the sound of arms, and the tramp of feet,  
and the measured tread of the grenadiers,  
marching down to their boats on the shore.

Say the “Meanwhile,” like it is a break in the story pausing for the comma. There should be a little pause after “watches” because he’s not watching with his ears; and I use a cupped hand to show him listening “with eager ears.” Sometimes I march a little for the “grenadiers.”

Then he climbed the tower of the Old North Church  
by the wooden stairs, with stealthy tread,  
to the belfry-chamber overhead,  
and startled the pigeons from their perch  
on the somber rafters, that round him made  
masses and moving shapes of shade-  
by the trembling ladder, steep and tall,  
to the highest window in the wall,  
where he paused to listen and look down,  
a moment, on the roofs of the town,  
and the moonlight flowing over all.

You should be speaking it all slowly and clearly. Indicate up for the upward movements. “A moment” wasn’t previously set off by commas; but I just put them in because a slight pause is appropriate. In the video I didn’t pause; but from now on I will. A gesture with one hand moving to the side shows “the moonlight flowing over all.”

Beneath, in the churchyard, lay the dead,  
in their night-encampment on the hill,  
wrapped in silence so deep and still  
that he could hear, like a sentinel’s tread,  
the watchful night wind, as it went  
creeping along from tent to tent,  
and seeming to whisper, "All is well!"

The graveyard is next to the church. He's referring to the graves. I try to make this sound a little eerie. "All is well!" is said in a loud whisper.

A moment only he feels the spell  
of the place and the hour, and the secret dread  
of the lonely belfry and the dead;  
for suddenly all his thoughts are bent  
on a shadowy something far away,  
where the river widens to meet the bay-  
a line of black that bends and floats  
on the rising tide, like a bridge of boats.

"A moment only..." and those three lines I make sound a little eerie. "For suddenly..." and those five lines are said with enthusiasm and surprise. This is what he was waiting and watching for. It's happening! Now a sense of urgency is required. I move a level hand along to show the line of boats; and bob my body along with the hand up and down to show the boats on the waves.

Meanwhile, impatient to mount and ride,  
booted and spurred, with a heavy stride  
on the opposite shore walked Paul Revere.  
Now he patted his horse's side.  
Now gazed at the landscape far and near.  
Then, impetuous, stamped the earth,  
and turned and tightened his saddle-girth.

"Meanwhile," is another break in the story to see how the other is faring. I'm in costume as Paul Revere. I display my boots and spurs and a "heavy stride." I pat the side of my leg for the horse. I use a cupped hand over the eyes to show "gazing." I hit "impetuous" with zest and stamp my foot. I make tightening motions for the "saddle girth" but I haven't really been doing that right. It's a strap pulled out from the horses belly with lots of strength to tighten the saddle for a hard ride.

But mostly he watched with eager search  
the belfry tower of the Old North Church,  
as it rose above the graves on the hill,  
lonely and spectral and somber and still.  
And lo! as he looks, on the belfry's height  
a glimmer, and then a gleam of light!  
He springs to the saddle, the bridle he turns,  
but lingers and gazes, till full on his sight  
a second lamp in the belfry burns!

I indicate the tower "as it rose above" extend a hand to the graves, pronouncing everything slowly and distinctly. "And lo!" Now this is Paul Revere's excitement and sense of urgency. I say it all with enthusiasm. I spring to my saddle, and turn the bridle. I draw out "lingers and gazes," making it a long word to show the time it's taking. I pronounce very clearly the "second lamp in the belfry burns!" I make it sound like wonder. This is marvelous. They successfully made the important connection.

A hurry of hoofs in a village street,  
a shape in the moonlight, a bulk in the dark,  
and beneath, from the pebbles, in passing, a spark  
struck out by a steed flying fearless and fleet;  
That was all! And yet, through the gloom and the light, the fate of a nation was riding that night;  
and the spark struck out by that steed, in his flight,  
kindled the land into flame with its heat.

“A hurry of hoofs...” I get more quiet now and slower, then build to a low crescendo, describing the flight of that fearless steed. And “That was all!” I suddenly come to a stop. “And yet, through the gloom and the light,” starts out strong and distinct. “The fate of a nation was riding that night” picks up with speed and awe. I use my feet to show the spark-striking hoofs, speaking slowly and distinctly.

He has left the village and mounted the steep,  
and beneath him, tranquil and broad and deep,  
is the Mystic, meeting the ocean tides;  
and under the alders that skirt its edge,  
now soft on the sand, now loud on the ledge,  
is heard the tramp of his steed as he rides.

“He has left the village...” I start out strong, quiet, distinct. He’s off on his midnight ride now. I gesture one hand to the side to show the flow of the Mystic River. I’m speaking all this slowly, strongly, mystically; painting the scene the Mystic River portrays. If I’m next to a table I use my hands to show the tramping of the hoofs, quietly for the sand and loudly for the rocky ledge. When I’m freestanding I use my hands in a gesture to show the tramping. Sometimes my words get twisted up. On the video I said stamping instead of tramping. Don’t fret too much about little mistakes and pauses. No one else is good at putting all this out of memory. They understand that it takes some doing.

It was twelve by the village clock  
when he crossed the bridge into Medford town.  
He heard the crowing of the cock  
and the barking of the farmer’s dog,  
and felt the damp of the river fog  
that rises after the sun goes down.

I’m always pronouncing my words slowly and clearly, not too slow, just moderate speed, but certainly not speedy and fast, all in a rattle. It has to be clear to the listeners for them to follow the story. I make “It was twelve by the village clock” sound like the dead of night, and so also with the One and the Two. No gestures here until you show the fog rising from the river. When you’re not gesturing, let your hands hang at your sides. Never put them in your pockets. That’s a bad habit to get into. You need to look relaxed and comfortable for your story to make a hit.

It was one by the village clock  
when he galloped into Lexington.  
He saw the gilded weathercock  
swim in the moonlight as he passed.  
And the meeting-house windows, blank and bare,  
gaze at him with a spectral glare,  
as if they already stood aghast  
At the bloody work they would look upon.

I gesture with one hand sharply pointed and shimmying for the weathercock. I indicate toward the “meeting-house windows” speaking spookily for the “spectral glare.” I indicate with two hands downward extending outward for “the bloody work they would look upon.” If you can say that just right it will make the listeners shiver a little.

It was two by the village clock  
when he came to the bridge in Concord town.  
He heard the bleating of the flock  
and the twitter of birds among the trees,  
and felt the breath of the morning breeze  
blowing over the meadows brown.  
And one was safe and asleep in his bed  
who at the bridge would be first to fall,  
who that day would be lying dead,  
pierced by a British musket-ball.

I twitter my fingers for the birds. One hand moving to the side palm down indicates “the breath of the morning breeze blowing over the meadows brown.” Remember not to use a pause after “breeze” because there’s no comma. Now, the next four lines said just right could bring tears to the eyes, both yours and the listeners. “Safe” is said strong but don’t overdo it, “asleep” is said quiet. I’m painting the picture of the unknown brevity of that life. While I’m speaking that, I’m looking intently into one or two people’s eyes to get them to understand that this guy is about to die. It would be safer for him to stay in the safety of that bedroom. And this was for our freedom. I speak “fall” strong and hard. I hit “who” hard and the rest matter-of-factly and get strong and hard again on “dead.” “Pierced by a British musket-ball” is more quiet and serious and with awe because the guy just died.

You know the rest. In the books you have read,  
how the British Regulars fired and fled-  
how the farmers gave them ball for ball  
from behind each fence and farm yard wall,  
chasing the red-coats down the lane,  
then crossing the fields to emerge again  
under the trees at the turn of the road,  
and only pausing to fire and load.

Then matter-of-factly I say “You know the rest.” It’s like I don’t want to tell anymore of the story. A man just died. Make a big pause after that short sentence; but give it to the listener with an open hand palm up pointing forward. Then look at an older person or a student and say, “In the books you have read...” I gesture with a fist and arm pumping at the elbow to show “ball for ball.” I “chase the redcoats down the lane with one hand, cross the fields, and emerge again with an upward thrust.

So through the night rode Paul Revere.  
And so through the night went his cry of alarm  
To every Middlesex village and farm-  
a cry of defiance and not of fear,  
a voice in the darkness, a knock at the door,  
and a word that shall echo forevermore.  
For borne on the night-wind of the Past,  
through all our history, to the last,  
in the hour of darkness and peril and need,  
the people will waken and listen to hear  
the hurrying hoof-beats of that steed,  
and the midnight message of Paul Revere.

“So through the night rode Paul Revere.” Keep a hand moving slowly palm down to indicate that, and also with the next sentence. Then turn the palm up and move it back across faster to indicate “to every Middlesex village and farm.” Middlesex is the county. “A cry of defiance” I use a fist and arm upward. I say defiance strong. “And not of fear” is a palm out stop gesture. “For borne on the night wind” is a slow palm out wave of one hand. “Through all our history” turn the palm up and continue it faster. “The people will waken” is shown with an upward thrust of two palm up hands. Drop your hands to your sides when not in use and to finish. And then give a bow at the end.

## A Memorizing Experience

Now I'm going to give you something to get you started of on the right track. Every bit of this Student Memory experience is something you can't get anywhere else. I give away the first 20 hooks. I can't give away any more of them. They're not mine. And I can't give you all those techniques that would really make you a Memory Master like Billy Burden, or like me. I think I have done more with Memory Techniques as far as using them for a worthwhile purpose than even the Memory Master who gave them to me. If you will go all out with Memory, you can outrank the best of us.

So here's what I'm going to do: I will help you lock into memory a long document. It's the shortest long document that I currently have in memory. It will be as easy as remembering a list of twenty items. It will require 14 of the mental hooks. It can be presented in two minutes. Many people have memorized it with rote memory, using no Memory Techniques. I guarantee you that if you will use the hooks to picture it in, it will be much easier when you are presenting. You will recall much easier what comes next. And it will be in your memory for life unless you choose to let it fade. If you never do anything with it, it will fade like print on paper in the sun.

I'm going to give you "The Gettysburg Address." Most people don't even know what that is if they haven't read it. You will know by the speech itself what it is. And you will have my introduction to it on the video presentation of it at this link for further information about it. [www.PatrioticAmericanMemoryTraining.com/TheGettysburgAddress.wmv](http://www.PatrioticAmericanMemoryTraining.com/TheGettysburgAddress.wmv) You will be one who can inform people as to what it is. Here are the 14 hooks you will need to memorize it.

1. Toe 2. Noah 3. Ma 4. Row 5. Law 6. Chow 7. Cow  
8. Foe 9. Boy 10. Ties 11. Toad 12. Tin 13. Tam 14. Tree

### The Gettysburg Address

Fourscore and seven years ago our fathers brought fourth upon this continent, a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived, and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives, that that nation might live. It is altogether fitting and proper that we should do this.

But in a larger sense, we cannot dedicate-- we cannot consecrate-- we cannot hallow-- this ground. The brave men, living and dead, who struggled here, have consecrated it far above our poor power to add or detract. The world will little note, nor long remember, what we say here; but it can never forget what they did here.

It is for us the living, rather, to be dedicated here to the unfinished work, which they who fought here, have, thus far, so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us. That from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion-- that we here highly resolve that these dead shall not have died in vain-- that this nation, under God, shall have a new birth of freedom-- and that, government of the people, by the people, for the people, shall not perish from the earth.

In order to memorize anything it is necessary to break it down into manageable proportions using the inch-by-inch principle. This is an easy one to break down because there are only fourteen sentences. So we will lock one to each number. The hook for number one is Toe.

Take the big toe of your right foot (always see the same toe) and we're going to associate it, in a picture in our minds, with the first sentence. We're going to use enough reminder words to bring the sentence to memory. For the phrase "Fourscore and seven" see your big toe marking

the baseball score up on the sign because the lights aren't working. One team has four score and the other has seven. "our fathers brought forth upon this continent, a new nation," See your father and grandfather swimming in the United States, carrying it across the ocean on their big toes and dragging it up onto the continent. It was conceived in liberty. That means the Statue of Liberty got pregnant and gave birth to it. That's where they got it. They delivered it on their big toes. Dedicated means they were praying. All men are created equal means they all look like equal signs.

Now, let's shorten the picture. With your big toe you mark the score, while you fathers are bringing in the new nation, which they got from the Statue of Liberty, they are dedicatedly praying, and all the men look like equal signs.

All the words that aren't in the picture are just going to fall in place to put the sentence together. Okay, got it? Number one is: Fourscore and seven years ago our fathers brought fourth upon this continent, a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

The hook for two is Noah. You can't see a Noah. You can see his ark. Always see Noah's ark with a long ramp and things are being carried up the ramp. This ark is being used in this war as a battleship. Soldiers are filing up the ramp. The ark is engaged in war; Noah is driving. He's giving out a test. That means pencil and paper. He's testing if you remember how it was conceived and dedicated, and how long you can endure the test. And of course, you remember.

So the picture is Noah's ark is engaged in a great civil war, testing the conception, the dedication, and the endurance. Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived, and so dedicated, can long endure.

Number three is Ma. See your own mother, she's meeting you on the battlefield. We are met on a great battlefield of that war.

Number four is Row. Always see a row in your garden and see yourself planting things. Your garden is a portion of that battlefield. Dedication is prayer. And you're planting men after you pray, laying them to rest. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives, that that nation might live.

Five is Law. You can't see a law. You can see a lawman. I always see Marshall Dillon. I see him with two guns. Right now they are altogether fitting properly in the holsters. It is altogether fitting and proper that we should do this.

Six is Chow. I see a full place setting, plate, knife, fork, spoon, and glass. This plate is very large and we can't dedicate (pray) we can't consecrate (clean up) we can't hallow because we're getting this darn chow all over the place. But in a larger sense, we cannot dedicate-- we cannot consecrate-- we cannot hallow-- this ground.

Seven is Cow. Your cow is running wild. Brave men struggled to get hold of her, some living, some dead. They're consecrating the battlefield, cleaning up with that cow. They're overcoming your poor power to add or subtract anything from that battlefield. The brave men, living and dead, who struggled here, have consecrated it far above our poor power to add or detract.

Eight is Foe. My foe is the old devil. I see the little red devil with a pointed tail, horns, and carrying a pitchfork. The world can't remember what he said but they can remember what that devil did with the pitchfork. The world will little note, nor long remember, what we say here; but it can never forget what they did here.

Nine is boy. See a significant boy in your life, the same one all the time. I see my identical twin boys even though it's boy singular. See your significant boy living, praying about the unfinished work, he fought here, and he got a very noble advance in pay before the work was finished. It is for us the living, rather, to be dedicated here to the unfinished work, which they who fought here, have, thus far, so nobly advanced.

Ten is Ties, plural. See neckties hanging around your neck. You're praying for the great task. You're tying your ties around it so it will remain before you. It is rather for us to be here dedicated to the great task remaining before us.

Eleven is Toad. See a toad honoring the dead. Increased means putting creases in it. Devotion is prayer just as well as dedication is. See the toad honoring the dead, putting creases in them with his prayers. A full measure is a measuring cup cause it's full of devotion (prayer). See the toad giving a full cup of prayer. That from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion

Twelve is Tin. I see a bent up, wrinkled up, rusty piece of tin. They didn't die in vain, they're laying on the tin to straighten it up, resolve it. that we here highly resolve that these dead shall not have died in vain

Thirteen is Tam, a Scottish cap. I see a graduation cap. You're holding that graduation cap under God and out of it is coming new birth and freedom. that this nation, under God, shall have a new birth of freedom

And fourteen is Tree. It's a government tree. It grows government people. It buys the people. It won't let them perish from the earth. And that, government of the people, by the people, for the people, shall not perish from the earth.

## A Presenting Experience

Now practice presenting this short document according to what you have learned. Picture yourself bold and confident like Abraham Lincoln. Start out strong, and nice and slow. Abraham Lincoln was old and spoke slowly. And he had to walk slowly so his hat didn't fall off. Now, let me ask you this: Do you think Abraham Lincoln had to take his hat off to get into his car? It was pretty tall. What do you think??

A score is 20. Four score and seven is 87. Fourscore and seven years ago our fathers brought fourth upon this continent, a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal. Speak slow, strong, and pause often at all the commas. Pause after "ago" even though there isn't a comma.

Speak nice and loud. Abraham Lincoln didn't have a microphone. He had to speak loud and strong and bold, projecting his voice. Presidents always speak slowly. They don't want to make a mistake. When the construction of a sentence is different from what we're use to, enunciate clearly. "those who here gave their lives" Speak very strong on the "here."

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived, and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives, that that nation might live. It is altogether fitting and proper that we should do this.

It really takes very little coaching for this speech. Just remember not to speak fast and rattle, strong and bold is the name of the game. Speak stronger on “dedicate” “consecrate” and “hallow.”

But in a larger sense, we cannot dedicate-- we cannot consecrate-- we cannot hallow-- this ground. The brave men, living and dead, who struggled here, have consecrated it far above our poor power to add or detract. The world will little note, nor long remember, what we say here; but it can never forget what they did here.

Speak strongly on the first “us” below. A little less strong but nevertheless still strong on the second “us.” The third “us” is spoken normally. Emphasize “honored dead” but not too strongly. Emphasize “full measure” a little more strongly than “honored dead.” Emphasize “highly” really strong. Be strong on “new” and strong on “of” “by” and “for.”

It is for us the living, rather, to be dedicated here to the unfinished work, which they who fought here, have, thus far, so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us. That from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion-- that we here highly resolve that these dead shall not have died in vain-- that this nation, under God, shall have a new birth of freedom-- and that, government of the people, by the people, for the people, shall not perish from the earth.

When you finish speaking, take a bow, walk strongly out of the limelight, and feel good about yourself. You have accomplished a lot.

## **In Conclusion**

I wrote this article and am giving it to you free of charge. It is my hope that it will benefit millions of students. Zach understands, and these are his words, that, “These are valuable tools in life!” It will benefit you and anyone else with whom you share it. These techniques can make you an “A” Student and put you at the head of your class.

Having a superior memory can determine your status in life. It can be the determination of what neighborhood you live in. It can be the deciding factor of what you become in life. And if you take yourself out of the driver’s seat and give God that honor, you will become something great.

You have my permission to give this to anyone to whom you wish to give it. You will have to leave my name on it and my links in it. And I hope that you are happy to give me the honor of being the one who first explored the frontier of Student Memory and passed it on to you.

If you should choose to have all the Memory Techniques you can get from the Billy Burden Memory Master Method, I will give you access to the special link on my site, in the Private Members Area, where you can order it for the lowest cost ever. Just mention in the PayPal transaction “comments section” that you found out about this sale in “Student Memory.”

[www.PatrioticAmericanMemoryTraining.com](http://www.PatrioticAmericanMemoryTraining.com)

This is a cassette tape course; but I transferred it to Audio Dvd (data disc), and a Dvd will be provided with the course when you order it. Right now it can only be used in your computer. Later it will be Dvd player compatible. Now, let me give you a list of what you can learn from the course.

## Things that can be learned from the Memory Course

1. Remembering any list in a sequence
2. Number feats that make you look like a mathematical genius
3. Remembering telephone numbers
4. Remembering addresses
5. Calculate the day of the week for any date past or future
6. Facts and formulas
7. Instructions and ideas
8. Remember what you read
9. Remember a speech or a script
10. Remembering foreign languages and English vocabulary
11. Remember the lay and play of cards
12. Appointments and Schedules
13. Music, Instrumental and Vocal
14. Bible Memory
15. Names and Faces
16. Remembering Trivia
17. Student Memory
18. Becoming a better listener
19. Overcome Absentmindedness
20. Improve your powers of concentration

Here is a link to a newspaper article about the Roanoke Memory Man. In it you can see a picture of me and read about some of my escapades.

[www.PatrioticAmericanMemoryTraining.com/RoanokeMemoryMan.pdf](http://www.PatrioticAmericanMemoryTraining.com/RoanokeMemoryMan.pdf)

July 7, 2008

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Here is the link to this article so you can give it away:

[www.PatrioticAmericanMemoryTraining.com/StudentMemory.pdf](http://www.PatrioticAmericanMemoryTraining.com/StudentMemory.pdf)

Here you can purchase a Memory Course: [www.PatrioticAmericanMemoryTraining.com](http://www.PatrioticAmericanMemoryTraining.com) First fill out the form at the bottom of that web page and subscribe to the Memory MailList. You will receive a link to the Private Members Area. If you don't, contact me: [MemoryManWes@aol.com](mailto:MemoryManWes@aol.com) Then go to the Private Members Area and click the link that says "**By Special Permission Only.**" With that link you can purchase the complete Billy Burden Memory Master Method for only . If the link doesn't work, go to [www.PayPal.com](http://www.PayPal.com) and just make the payment. I cover the tax and shipping. Your total cost is . That's the lowest it's ever been. Be sure to mention in the PayPal transaction that you heard about this special offer in **Student Memory**, otherwise I will contact you and question you as to where you got permission to use that link.

**Advisory: The above sale price is no longer available. The Memory Course is back to \$79.95, which in itself is far less than the normal price. I will cover all the tax and shipping charges.**