

As a language teacher he was really not very good. 0 I remember <sup>that</sup> one of the ~~xxx~~ students who could have been in Dr. Wilson's section, heard about ~~his~~ his teaching and decided to stay with Dr. Allis. Dr. Allis would repeat the explanation over and over and over until I could hardly stand it to hear it another time, but this fellow felt that it drove it into his mind and enabled him to ~~get it~~ ~~xxx~~ retain it, ~~and~~ ~~he~~ satyed with him and then later on, when all the ~~XXXXX~~ <sup>advanc</sup> ~~xxx~~ students were together, he had a far better foundation than those who had gone in with Dr. Wilson.

Now <sup>Dr. Wilson</sup> Dr. Wilson, in addition to ~~his~~ his language courses, <sup>3</sup> taught about the higher criticism. Here I <sup>felt that</sup> had the same criticism of Dr. Wilson and of Dr. Allis. ~~xxx~~ Both of them took for ;granted what the higher criticism is and devoted themselves to demolishing something that few of their students really ~~understood~~ understood. DR. Wilson had some of ;the finest illustrations I have ever heard, <sup>for</sup> pointing out the errors of <sup>the</sup> higher criticism. Unfortuantely if you did not know something about the matter he was criticizing you did not get a great deal from <sup>the</sup> the criticism of it. <sup>After studying</sup> I felt, <sup>and</sup> after a year in Germany, when I came back and attended one of his classes, I felt as if I <sup>got</sup> derived more value from that one class than from a whole month of his previous teaching. Personally <sup>of course</sup> I profited from this. <sup>observations</sup> In my teaching about criticism I <sup>was sure</sup> saw to it that the students thoroughly understood what ~~it was that~~ I was attacking before I began the attack on it. My wife was much amused <sup>at</sup> one time, when in a course in the prophetical books I took up the criticism of Isaiah and I presented to the class the arguments advanced by the critics for ~~believing~~ believing there were two ~~Isaiahs~~ Isaiahs. Of course later on I would go on and show them how, carrying <sup>(?)</sup> the same methods <sup>on</sup>, <sup>further</sup> divided each of these into others and on and on and on until you had at least forty Isaiahs, a situation which is clearly impossible, <sup>since</sup> There is so much evidence of oee author, not just a series of little unconnected sections. However, there, as I began that part of Isaiah, I presented the critical arguments <sup>and</sup> this was Friday, and one of the students <sup>said</sup> to my wife that they were praying that ~~he~~ would not die over the weekend, ~~because~~ "Because," he said, "he has convinced us all of the two ~~Isaiahs~~ Isaiahs, and we know he ~~doesn't~~ doesn't believe that, and we want to ~~we~~ we are afraid that ~~we~~ we won't get the answer to it." Well, Dr. Allis and Dr. Wilson would give excellent answers but they didn't make the question clear and therefore many students dind't understand the answers at all.

After we started Westminster this <sup>last year</sup> affected Dr. Allis <sup>teaching</sup> very much I found. The students who came to us were nearly all premillennialist. They <sup>None</sup> None of them believed in the higher criticism. Dr. Allis would give strong arguments against the higher criticism and they would tend to snooze. ~~They~~ he would say something against premillennialism and they were wide awake and asking questions, and this would stimulate him, so that ~~[I'm not talking now about languages courses]~~ but courses in interpretation of the Bible] <sup>they</sup> they came more and more to be centered on attacking