

know how to take a hold of a thing, we want to show you how to take a hold. We want you to put in the three hours of work and it be real productive work. Our courses for our first year students will take just about all of Monday to Friday from 8:00 in the morning until 5:30 - that is the (7.75)- and figuring three hours for a class if you take seventeen hours, that should leave somewhere between nine and twelve ~~XXXXXXXXXXXXXXXXXXXX~~ I forget the exact figure - of hours that we can't get in in that time. So that if you study three evenings, say three hours, then you've got your other evenings and your Saturday absolutely free. Or you can do that studying on Saturday - you can arrange it as you want but it leaves you your day pretty busy and not a great deal to do during the evening. Now as you get a little further in the course, we'll cut down the amount of this work that will be under supervision and therefore there'll be a certain part of which you'll have a little more freedom about determining whether to do in the daytime or in the evening. But your course will take just about the solid day from 8:00 to 5:30 because we want it to count - every minute you put in - to count for real progress and not to spend two hours mooning over a thing when half an hour doing it right, would do the job and you would have it. And now I want to apply this specifically to Hebrew. When I took Hebrew in Princeton, someone told me, he said, "Hebrew is like going into a great tunnel. ". He said, "You enter at one end and you go into this darkness and you have no idea in the world what you are doing. You're just learning things. You're learning them and you're learning them but you don't know what it's all about." He said, "After six weeks or two months, you come out of the tunnel on the other side. Things begin to clear up. All of a sudden you begin to understand what it's all about. And all that time you've been just grinding, grinding, grinding - it begins to make meaning to you and have some reasonableness to it. But you've just been beating your head against something you didn't understand for that six weeks or two months." Well that was his idea of Hebrew as it was taught then. Well when I went to Westminster and I began teaching Hebrew, I immediately said, "It should not be necessary that Hebrew be that way. There's no reason a person should be simply grinding away at things he doesn't understand." And so I began teaching Hebrew and I changed the system very substantially. There were two systems before that.