

on teaching the student to think , to understand the problems there are, and to deal with the various aspects of it. Now I feel that it would be very helpful if we could specifically separate these differences in our own minds. For instance, in church history, I will find that the average student knows the essential materials, say 75% well and the material for his general study and interpretation, he knows that maybe 75% ~~23~~well.

I would rather he would know the essentials 100% and have the additional material 60% But one tends to be 90% on both and one tends to be 40% on both, and I believe it would be helpful to separate that which is essential to be mastered and that which is useful as a training rather than something that must be specifically memorized. I think that is true of all subjects. And so, in order to get that which is essential, of course, memorization is important . And people don't know how to memorize today like they used to. I think they used to parrot too much. We don't want to do that, we want to stress understanding. But there are also things that we want to get absolutely certain. So I think memorizing of Scripture^{as} is a regular program ~~that~~ would fit in here very nicely. We have certain definite verses that all of our students would learn and that would be part of our required work. But then, I think in every subject, it would be useful if we could find what is absolutely essential and to get those things solidly, and in the extra hours, it might be supervised study, it is not extra for what the students do , I think in those hours one of our first things to do would be to make sure that everybody has gotten the essentials and a certain amount of time should be spent on it. I find that some students don't know how to memorize. They will waste time, going over and over and over a thing, endlessly, and accomplish little. And we can teach them better techniques of memorizing so that they can get the solid essential material much more quickly. I think that enters in very largely in language study, too. To learn what is essential to memorize and memorize it and then what there is that can be easily

I think that we can make it so that it will definitely be done. Through these courses we can think what it is that is essential and get that definitely separated so that we know ~~that~~ what we must expect and then in the next hour with the student we can stress that and be sure they have it. So I think this is the second skill - memorization or the mastery of the essential facts in each subject and in each area. I am afraid that as a rule our final examinations only stress whether a student has gotten the essential facts and after all, while that is important, that is not the whole thing. And I think we are more apt to get that In language there are certain things that you have got to have, there is absolutely no question about it. And then there are many other things, whether you know this or that isn't so important. That enters into a point that I have been stressing for Hebrew. Did I mention already how ~~Mr. Young~~ Dr. Young, Douglas ~~Hebrew~~ Young, that we learn Hebrew in transliteration . And he taught the principles of Hebrew in English letters. And then after awhile he switches the class to Hebrew~~s~~ letters because our Bible is