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When I first taught Hebrew I used to tell my students, If you study four hours for each class, you are going to pass. I dontt care how slow you are. I don't care how brilliant you are you won't get it because it won't stick in your mind ke so it will stick. Pretty soon Dr. Stonehouse
 taking too much of the student's classes[time]. Dr. Stonehouse said, They will never learn any Greek if you require that much for Hebrew so I stopped doing that. I realized that wasn't fair to the other courses, and yet it certainly is true that you need much more time to learn a langaage than you do to listen to lectures and get a good idea of them. That came to my attention much more forcibly still when it came to public speaking. What they need in public speaking is larger amount of attention. There isn't a lot of preparation to do for it like there may be fore some other courses. So we required an hour for each credit hour. I said the norm was an hour in class and 2 hours outside. Now I said if you change it to 2 hours in class and one hour outside, it's the same thing, but it's much more suitable to certain courses. So I made the rule that the credit hours were based on
 including time in class and out rather than just on the class houss. And I think it's reasonable, but I did that 40 years ago or more and I had forgotten all about it but we just kept doing it. When this faculty came in they did not know anything about it. We had big arguments when $I$ introduced it, but most of them were not even in seminary at that time. And when we introduced it why this is what we have and they just have it. So if you asked some of them, Why do you have $x$ th that, they may not know. They may say, That's crazy isn't it? . . . I forget how many hours they have in class, but we require more work drilling hours in class than we hxe have credit. That way/under direction mexkaxexmaxk is much more profitable than a person just spending time by himself. Also, it allows to have an assistant handle a section for part of the time.

