SN#129

## HISTORY OF FAITH SEMINARY

(Talk given by Dr. MacRae to new students, September 18, 1953)

... And in this course, he had us at the end of the semester, each one of us mark everyone else in the class. And then he marked the papers before he saw any of the marks we had given. But he put up on the board the marks that he had given and the marks that each one of us had given. And we found that nine-tenths of the members of the class, in every case, had given the same marks that he had given. Which shows, pretty definite ly and pretty objectively what kind of work the person was doing. You may disagree, but other people judge us, and they are pretty good judges of the type of work we do. But I noticed another very interesting thaing about that, in that class we just sats where ever we felt like sitting, and we got into habits of where we sat, and we sat in the same seats right straight along. And I found that when I took the list from the board of the marks given, and there we marked them this way, one, two, three, four, and when I looked at the marks and looked at the seating, I found that practically everyone inthe front row had a one, practically everybody in the second row had a two, and third row had a three, and the fourth row had a four. And I don't think the professor gave good marks because they sat there, but I think that the people that sat there were getting more out of it. And in my classes, I am going to seat you with the manual ones and / poorer mass sitting in the front, you will have assigned seats, so that everyone will have an equal opportunity of getting the work. There was a particular student who had been doing quite poor work in one of my classes and I happened to hear that he was slightly deaf. And so I asked him to sit in the front row, and I hoped that he would get the matter adjusted. So, those/whoare slightly deaf, come up and take the front row! I don't think in every case it shows your interest, but it may be an index to your interest. If you really want to get the stuff