

schedule. I introduced then the system we've had ever since of having extra sessions. That is to say, I figured the ordinary class would be one hr. in class, and two hrs. of study. One hr. in class; two hrs. outside. Now take public speaking and make it 2 hrs. in class, and 1 hr. outside.

Thus for sections which would require more work, subjects requiring more time in class, we gave them extra meetings that way. That was another of the innovations we made, but we didn't do it immediately at the start.

I found that Mr. Curtis knew a great deal about voice production tht I didn't know anything about. But when it came to handling the class, they would begin to--somebody would say something funny, and they'd all laugh and he'd join with them and they'd go a minute and a half laughing. I thought it was a waste of time. I mean he didn't organize it well particularly well. I was able (I hope rather graciously) to take hold, and organize the class. Thus if something funny would happen maybe we'd all laugh for a third of a minute, and I'd say, Now we've had our laugh let's go ahead.

I gave an elective in public speaking there. I studied a little about it. I took some special work myself in public speaking at the time. I felt it was very important to get people not merely to know the truth but to be able to get it across. That's one of the emphases we have here. At Princeton, the public speaking and the homiletics work had its good points, but it wasn't what it ought to be. At Westminster the 8 yrs. I was there we were always getting part-time teachers for public speaking and homiletics and they were not particularly good

That's one point I was able to put emphasis on and that emphasis continues to this present day. It's very important emphasis. In the elective in public speaking we had one fellow in the class. Eventually it became a required course. There was one fellow in the class about our 3rd or 4th yr. who had marvellous gift of speaking if he had something to read. You give most ~~peop~~ people something to read and it's sort of wooden. They talk, and there's more animation. But with this fellow you'd give him something to read and he could get the exact right expression. It was excellent. But when he spoke extemporaneously it was very poor.

I decided that for his benefit we should put more stress on sermon preparation. So I gave a reference in 1 Tim. and said I want everyone here to make 10 brief outlines for it for a sermon. We came to class, and I called on him to read his outline. He said 2 Tim, etc. I said, the v. was in 1 Tim. No, he said, It was 2 Tim.! I said, How many here made your outline on 2 Tim.? He was the only one. How did you do it in 1 Tim. when everybody else . . . I was doing this specifically for his benefit and he was the only one who had the wrong verse, so we had to take the one that all the rest of the class ~~had~~ had.

But if he would listen, he could have learned a lot that would be useful to him. We took up the other outlines and discussed them and he sat over in the corner, glowered, and