

and I incline to think even for a smaller class, it is helpful to do what I've been doing -- to have them write out the questions. Unless it's about something that is not clear. To have them write out out and then you can decide ~~whether~~ whether to talk to the person individually, write him a note, or whether it is something I have not made clear and should be explained to the whole class. But it's very easy if it's too informal for people to be thrown off the track. On the other hand I think there is great value in having ==clearing up a problem * when it is in a student's mind right at the time. But they never had that at Princeton when I was there. We just sat and listened. Or recited if we were ~~xxx~~ called on.

Incidentally as to the pedagogical method there is == Caspar Wistar Hodge, I remember once, one of the fellows telling me how Hodge was giving a lecture and he came to a point and he said, Now we come to Point No. 3. He got up and turned to the blackboard, and wrote No. 3 on the board and put a period after it and then sat down. And told what point No. 3 was.

One~~x~~ time I remember he said, We take up the Christological Controversy, and he looked at his roll and said, Mr. Mac(something or other, I forget, we had about 10 Mac's in a row)-- we were all seated alphabetically-- will you explain to us what was the second-- the next one in line. And he said, I don't know. Mr. So and so. I don't know. Mr. So and So. I don't know. Then the bell rang. I was next in line. So you can imagine that when the next class came I had~~x~~ reviewed the Christological controversy very definitely. But when I got to class I found that Dr. Hodge had put a * whole outline of it on the board. So then he looks at his roll-- Mr. MacRae, would you - - - And there ~~xx~~ it was all on the board! You see what I mean. Cut and dried!