

here in this institution who knows my name"- just three days before he graduated. "There isn't a single one that knows me by name". Well as a matter of fact, I sat next to a fellow named "~~MacRae~~^{McClay}" and we were seated alphabetically, and in my second year, toward the end of my second year, in quite a number of classes we were seated so McClay and MacRae were next to each other and when the professor would call on somebody, I couldn't tell whether it was McClay or MacRae, and he couldn't either and either one of us would get up and recite, he was a pretty good student so there was no injury done to me by his reciting if I was called on, but one of us would get up and recite and the professor never knew the difference. Well the modern trend in progressive education is to say that we don't teach subjects, we teach students and of course that's nonsense. You can't teach students without teaching subjects. But there's an element of truth in it which is that it is not enough to teach subjects, you should teach subjects to students. Mr. Ross spoke this morning to us, and I'm sorry that you weren't all there, he spoke to us at the devotional hour on this verse in ~~TIMOTHY~~ the Book of Timothy, in one of the two epistles of Timothy, where the Apostle Paul said to Timothy that that which Timothy had learned of Paul, he should pass on to faithful men who would teach others also. And there is the stress to take the truth and get it into people's minds so they can get it into other minds. For generations it is a continuing thing. Now to have an institution that is just scholarly research would have a great benefit. But I don't think it's a sufficient benefit. You might have an institution for that purpose and we could all profit by the books ~~the~~ professors would read ~~and~~ write, but there is need in a teaching institution, not simply of studying the facts, but of training men. And that is the vital thing which Princeton took sort of as a by-product, and they did a pretty good by-product for many years but there was an awful lot of ~~WAX~~ wastage along the way. I complained once in a faculty meeting here a few years ago, I said, "Here I have expounded a certain matter of (7.5) criticism and given the evidence and I get the examination and I find a third of the students have no conception of what I gave, what I meant." Now I said, "That's very discouraging." And another faculty member said, "No, I don't think that's so bad at all." He said, "You cannot expect all of the students to understand all these