

student sections, a good bit of attention would be given to learning to know the students' particular needs rather than so much trying to give a talk.

Now that is the first skill that is vital for us to develop and, of course, that is far more vital than anything else in the whole course. Under it there is also the matter of worship. I think worship is the thing that tends to be much neglected in fundamental ^{seminaries} ~~schools~~. The tendency of our students ~~to~~ who come in is to feel that all we want is the singing of choruses, a sort of flashy type of Christianity that does not have much real worship in it. And time after time at the Seminary we have had people who have said let's make our seminary chapels more quiet, more reverent. ~~xxxxxx~~ Let's everybody come in quietly, playing the piano very softly and all that sort of thing, and it is pretty hard to work out with our students coming from the background they do. But my suggestion here is to try to have certain regular days, say one day a week, which is a day that is understood to be specifically for worship. And that on that day we come in very quietly and it is made clear to the students early in the year that here is a side of their life that needs development and to which we will give one specific chapel, and on that day we will be very quiet, sing very quietly and stress the soul's communion with God. And if we do that we may reach the point where they will ^{respect} ~~expect~~ that more often. But it is much better than trying to enforce it. And I think that the bulk of our students who come to us, if they like the flashy type of music and they are disgusted with the slower quiet type of meeting, to teach them to enjoy it. On the other hand, my observation of ~~student~~ seminary students is that ~~it~~ it is quite easy once they have let themselves do so, to become very very fond of slow devotional type of music. And when they do, then they tend to go to the other extreme and get ^o thoroughly disgusted with singing of choruses or anything like that and look down on everything of that type. They don't want anything of that sort. You are apt to get a clash between the students that like this and the students that like that, and I think we want to get the idea across that their purpose is not to get the sort of thing that they like but it is to learn how to serve the Lord better, and to realize that both have their place. And the man who is going to be an effective servant isn't ~~servicing his~~ having his object in life to try to get people to like one type of music. But it is to reach people with the message of the Lord. And consequently I think that we should have very definite sessions in which we sing ~~xxx~~ choruses, the lighter type of music and everyone should see the value of this sort of thing and be able to fit into this sort of situation. as can be done to reach young people as it is done today. I think that the student can be made to see that it is not a matter of our persuading him to adopt our preference for one kind or the other but of our teaching them to be able to use either. And I think this is a vital part of this first skill or quality.

Now, the second skill that it seems to me we want to think of is might perhaps be expressed as memorization, or it could be expressed this way, as gaining that knowledge of that basic material which is essential. There are two ways of looking at it. But I feel that in every class there is a certain amount of material which is absolutely essential and then there is a great deal of material which is given for its effect