

regard to the meaning of a passage we practice the charity rule. while presenting what we think is right we are not downgrading others. If there are six views, all acceptable, at least pick one and preach it. If this is done graciously there is no degradation to other teachers. Some ideas will come that disregard text, context, etc., and we may pronounce on these but be sure that is what you are pronouncing upon and not just something you do not understand.

Use a proper, formal style in outlining and we will all be the better for it!

C. Class method and grading:

As a general rule, the class procedure will be somewhat like this:

- we will arrange the material in divisions
- discuss questions and translation in class
- make observations section by section as we go
- look for meaningful applications
- answer critical questions as they come and as we are able.

The instructor will try not to talk too much but this is very interesting material and it is not easy to pass by without a lot of lecture, stories, etc.

As to grading, the following will define the practice:

- there is no mid-semester test but there may be a quiz on the work assigned at any time.
- the final exam is 1/4 the grade
the questions or the translation is 1/4
the expository outlines are 1/4
class work, quizzes, etc., are 1/4

and that should add up to about a whole grade.

So with all that data amply impressed on both mind and heart we should be able to go forward.