

someone would raise a hand and say, "Would you please explain this," which was exactly the point he had been talking about. ~~With~~ With a ~~perfectly~~ perfectly straight face and no change of expression he would go through the whole explanation another time.

When I began to teach Hebrew I did not go in the order ~~in~~ in which Dr. Wilson had the lessons and the exercises, but worked out an order that was much better, and used the exercises book simply for a reference. Also, I never explained matters over and over, as Dr. Allis had. I would perhaps explain ~~it~~ as clearly as possible twice; then I would call ~~on~~ on a member of the class and ask him to explain it. This kept the class alert and I could ~~and~~ and enabled me to see immediately what I ~~it~~ had not made clear, and thus constantly to improve my presentation.

When I went to Dr. Wilson's Hebrew class, which he had been teaching for about a week and a half, I found that he had gone to the opposite extreme from the method Dr. Allis had been using. (I should have mentioned before that when I went to Dr. Wilson with some of these problems he said to me, "Oh, it seems as if I must have prepared that book with the top division half of the top division of the class in mind!")

When I The two days that I attended the class I found that Dr. Wilson had the students going to the ~~B~~ board ~~and~~ and writing Hebrew words which he would assign. He would ask them to give a very involved advanced form with even even with suffixes! I am not sure I could have ~~done~~ done that myself. I was sure that with another week at the rate of progress that this would seem to indicate they would know more than I knew yet about Hebrew. When I began to teach I ~~found~~ found I had to ~~go~~ go ~~almost~~ almost back to the beginning. The It had been assumed a great A great deal more progress and knowledge had been assumed than had actually been obtained by the students, and after the confused feeling they had had it made them very appreciative of my effort to explain things clearly.

Dr. Allis had gone through the grammar step by step, taking up each grammatical point one after the other. Dr. Wilson had skipped over the details, trying simply to hit the main points and move as rapidly as possible. I asked Dr. Wilson, "Dr. Allis has used one method of teaching; you have used the ~~other~~ exact opposite method. What