

method should I use?" He answered, "Whatever method you ~~wix~~ wish." Thus I was left entirely free that first year to try to determine the best way of getting the material into the minds of the students. During that first year in general I followed the order of Dr. Wilson's book, but I put my emphasis on the main things, getting a good general idea of the main things during the first semester, and then going into reading the second semester, while constantly reviewing the important things and allowing them to pick up the secondary things as they went along, rather than trying to make them memorize them immediately.

I well remember an experience I had during about the middle of the first semester. I came to a chapter in Dr. Wilson's grammar in which he discussed the methegh. This is a little mark put under a letter in the middle of a word. Dr. Wilson's grammar said, "Methegh is normally the sign of the secondary accent.. It may also be used for any one of the following reasons. Then it mentions such reasons as a long vowel in an open syllable, a situation of certain type of letter before a certain other type, a over twenty different unusual uses of this type. It really simply meant, if it were not the accent, here is something out of the ordinary actually." After naming more than twenty/unusual reasons for its one, also occurrences it gave the next/~~xxxx~~ number 21 or 22, saying, "There/~~xxxx~~ are a number of very unusual reasons why it sometimes occurs." I assigned the class ~~xx~~ a certain section of Hebrew and they were to turn in an explanation of the reasons for all the occurrences of methegh in that section. When I received the papers I found that over half of the occurrences had been listed under the 22nd reason, "an "some other unusual reason for its use." No one in the class had realized that the section began with the words, "Methegh ~~IS ORDINARILY THE SIGN OF THE SECONDARY ACCENT,~~" and in at least two-thirds of the ~~class~~ cases where that I had assigned it was quite obviously the sign of the secondary accent!

During my first year I felt that the students made very considerable progress and was quite satisfied with my the results. Yet I felt that they could be/improved greatly and I did improve them each of the succeeding years, <sup>c</sup> Changing my method from year to year. The year that Laird Harris had the course I used one particular method.