

if they have reached this point already in a week and a half or so with Dr. Wilson, give them another week and they would know much more than I do about Hebrew. However, the following week, when I began to teach, I ~~found~~ found that they were actually parroting a few things that they did not understand at all, and about all they knew was that the shape of the letters and the fact that they are written from right to left instead of from left to right. I had to start almost at the very beginning in teaching them.

Dr. Wilson's book was a very difficult book and the ~~x~~ exercises ~~xx~~ that he gave were all taken directly from the Bible but without any context. There would be three or four words to illustrate an unusual point of grammar with no context at all. ~~Time~~ ~~after time~~. During that first year of teaching I lived across the street from Dr. Wilson and time after time I could not make any sense out of a phrase or sentence that he gave as an illustration in his book, and I would go across the street and ask him about it. He ~~xi~~ said to me one day, "I guess ~~ix~~ I must have written that book with the top half of the Aleph division in ~~x~~ mind. Dr. Allis said to me once, "Dr. Wilson has a great deal to answer for; he wrote a very difficult book and students have had to puzzle over it and waste lots of time trying to figure out what it means; he has much to answer for." Dr. Allis, for more than twenty years, went over the book, line by line, point by point, explaining it and teaching it exactly ~~x~~ in the order in which it came. I inclined to think that if Dr. All Wilson had much to answer for in having written such a hard book Dr. Allis had ~~m~~-ch to answer for in following the book so slavishly. I myself followed the book rather much during my first year, but not strictly, and during that year I got an idea of what was really needed. Between the method that Dr. Wilson used the first ~~during those two weeks of just hitting the high points and rushing, and almost~~ ~~ignoring~~ ignoring the book, and the way Dr. Allis had taught, there was a tremendous contrast. ~~ix~~ I said to Dr. Wilson, shortly before I ~~g~~ began myself to teach, "Dr. Wilson, for over twenty years Dr. Allis had used one method and you ~~mixing~~ during these couple of weeks have used the exact opposite method. What method do you expect me to teach?" He said, ~~x~~ "Whatever method you would like." During that first year I gradually worked out a method that was about half way in between the two, and that stimulated the students to work far more than