

~~xxx~~ to answer for, writing such a difficult book so that students have to  
 so hard  
 puzzle/over its statements." I said to Dr. Wilson, "Dr. Allis has used one method  
 of teaching Hebrew for many years and you have had the class for at least two  
 weeks and have used the exact opposite method. What method am I to sue?" He  
 said, "Use any method you want." I proceeded then to work out my own method.  
 I don't believe Dr. Allis was ever very happy about this, but I was Dr. Wilson's  
 assistant for a year, and was well established before I became theoretically  
 assistant to

~~xxx~~ Dr. Allis, after Dr. Wilson's death.

The method that I worked out for teaching Hebrew was about half way between  
 the two extremes. I felt that it was tremendously important that the students  
 should master the principal features so thoroughly that they become almost second  
 nature to them, but that the lesser points, in so far as it was necessary to know  
 anything about them, could easily be ~~px~~ picked up in reading. Thus I drilled a great deal  
 on the main things and tried to make them absolutely clear to the students, but I  
 left most of the incidental points and unusual features to be picked up in reading.

I soon reached the conclusion that it is almost impossible to teach Hebrew  
 decently in an ungraded class. I believe I could teach Hebrew rapidly to a hundred  
 brilliant students and they would get a great deal out of it. I believe I could  
 go over Hebrew very slowly with a hundred slow students, teaching them the  
 main points, without bothering them with minor points, and could give them a  
 good foundation in Hebrew or I could adapt a course to a group in the middle. I  
~~could do this~~ could teach a hundred of any one of these groups, but to  
 take a class of ten students that included all three grades would have me  
 completely frustrated. If one goes fast the poor students are completely lost.

If one goes slowly the bright students are utterly bored. In his class Dr. Allis  
 in elementary Hebrew would explain each matter seven or eight times. After the  
 second time I was so bored that my attention wavered and I did not derive any  
 value from his repetitions.