

With good students I always started reading the Bible quite soon. I would go over the main points thoroughly but rapidly with them during the first semester, and would start reading at the beginning of the second semester. One year we read all of Genesis except chapter 49, and all of Esther and Ruth. The students learned a great deal and also acquired a love for Hebrew. With good students an important point is struck repeatedly in the course of reading and it drives it home to his mind, while it would only frustrate a poor student. With a poor student one must drill the main points ~~and~~ over and over, and this bores a good student so that he gets nothing out of it.

~~The~~ The first year I taught beginning Hebrew I followed Dr. Wilson's book quite closely, going through step by step, and became more and more frustrated with it. The second year I used the book only for reference and worked out my own arrangement. That year Dr. Skilton was a first-year student. He was a very bright ~~and~~ student. He was a graduate of the University of Pennsylvania/~~and~~ had already done some graduate work there. ~~XXXXXXXXXXXXXXXXXXXX~~ After about a ~~XXXXXXXXXXXX~~ month of Hebrew he came to me and said that he had never seen ~~anyxxx~~ a group studying any language, ancient or modern, that had made as much progress in the -anguage in a month or six w-eks as that group had made. This encouraged me--that I was moving in the right direction in the method I was working out for the teaching of Hebrew.

During the first two or three years at Westminster the institution made great progress. It attracted many fine students from various Christian colleges, and soon many of its graduates were beginning pastors of fine churches.

As time went on I began to hear students getting all excited about "limited atonement." One said, "You can't be here more than a couple of weeks before ~~youxx~~ you're ~~right~~ in the middle of an argument over limited atonement." The general attitude seem to be that ~~ifxxx~~ it was more important to become solidly informed on limited atonement than ti was to learn how to understand the essentials of God's plan of salvation. I began to feel more and more frustrated with this attitude that was developing. Once we rec3ived a letter