

rest of the week, and then you can take it over. He had those fellows going to the board writing Ayin Ayin verbs with suffixes! I said, Give them another week and they'll be way beyond me! But when I took over the next week I found they knew absolutely nothing. They knew absolutely nothing. They were learning by rote. Dr. Wilson just picked a few points here and he was already half way through the book! after two weeks! I said, Dr. Wilson, Dr. Allis for 20 years has gone through your books step by step, step by step, and I said, You went to the extreme opposite type from that. I said, What method am I to use? He said, Any method you want! So I was perfectly free and I ~~sa~~ used his book simply for illustrations, and after going through it one year, then the next year I worked out my own system entirely different. It was half way between the ^{methods} two/and our students learned ~~double~~ double the Hebrew in half the time than any of them did at Princeton. But Dr. Allis didn't like that. When Wilson died, then of course, I was Dr. Allis' assistant. But by that time I was well established in teaching the Hebrew, and Allis didn't interfere with me at all, but I think he wanted to. When he told me how that Dr. Wilson had a lot to answer for, I didn't see why he used that method. I didn't want to ^{argue} ~~argue~~ with him, and Wilson never interfered with me, I was free to do what I wanted to do, so I just continued to do it. When Dr. Allis would begin to hint around at things, I would change the subject. So Allis told someone, Mr. MacRae can keep silent in several ancient and modern languages! But I was so fortunate to have that year under Wilson first, you see, because that gave me the freedom to experiment and work out methods of presenting it. Then Dr. Harris put those methods into his book to quite an extent that I'd been using in class.

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