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him make

of what he was ~~talking~~ ^{TE ME TALKING} about and I had no recollection of ever hearing/a reference to such a matter during the ~~XXXXXXXXXX~~ previous year in connection with me or with anyone else. Yet I was determined to get some value from it during the final year of my seminary course.

asked how I could cure this defect another said;

Pronounce each consonant with an r and then a vowel, going ^{through} to the vowels; thus, like saying bray bree, bry, bro bru, cray, cree, cry, crow crew, cru

gray, gree, gry, grow, grew, gru

dray, dree, dry, dro, dru

and so on. Do this with r and with l, he said, and he said, "Try to make your r or your l very, very brief, just a slight touch on it." Well all this was

entirely new to me, but there was no point in arguing about it. I simply thanked him for his advice, and then, during succeeding months, ^{then} every almost every day I would take a walk and on the walk I would go through the whole alphabet with r and with l, followed each of them followed by the whole series of vowels,

trying to make the r and the l very, very brief--with just a ^{lead} slight touch on it. ~~When the year was~~

When the year was about two-thirds over I had ~~achieve~~ ^{made enough} achieved the progress in this improvement in my pronunciation of consonants sufficient ~~xxx~~ to satisfy him. From then on, in the little time that ^{there still} remained, he gave me some very helpful suggestions about improv9ing my ~~speaking~~ speaking ability.

I mention/ this as an illustration of the fact that there was really not much ^{there} emphasis on good teaching, there ^{one} (?) pedagogy(?) as one of

the students remarked; he said, "The professors have tremendous knowledge but," he said, "they are not much interested in getting this knowledge into the minds of the students." Of course there would be real exceptions to this in the case of Dr. Machen, Dr. Allis, and, perhaps, Dr. Wilson. ^{there were some} ~~Some~~ Some of the ~~prof~~ professors I never had/.

Dr. Wilson was full of his subject and ~~xxx~~ anxious to get it across to the students. Unfortunately he was not a particularly good teacher. ^{should} After six weeks of Hebrew Beginning Hebrew with Dr. Allis, who drilled and drilled and drilled and drilled on each point, repeating the explanation five or six times until I

was tired of hearing it, ^{six weeks} after this, I was one of a small group selected to go into Dr. Wilson's section. Dr. Wilson was the exact opposite. He would say, "Now we take this type of verb, (?) ^{Wilson's system} ; that's very simple; there's just this and this and this and this and he would name six or seven points of which I had no ^{idea} understanding of what he was meaning. He'd say, "That's all there is to it." Then I'd go home and take the study the book and try to figure out from the book he himself had written what he had meant by what he had said in class.