

in Hebrew letters, our dictionary is in Hebrew letters, our grammars are in Hebrew letters. And it is necessary that we be familiar with those letters. Well now, I think it is a very vital principle that a person is ~~diffident~~ in their ability to grasp the language by their unfamiliarity with the letters. But I would like to just ~~in~~ turn that thing around and start by facing this as a necessary piece of work to learn those letters and work on those letters absolutely until they are mastered. I don't see why, by giving almost exclusive stress, letters for reading for our first month, we shouldn't be able to read more fluently that is simply to pronounce more fluently after a month than the average one does after three years' time. And if we do that learning of forms and vocabulary and everything else is going to involve one-fourth of the effort. So to find out what the main essentials are, what the main skeleton of the material is, and not waste people's time memorizing a lot of things that are not vital. But to get the vital things. I think that is one of the skills we want to work on very considerably.

Well now the third skill is just as important as the other. And it is one which is constantly talked about in present-day education but I don't think it is developed

I think it is much better to develop ~~and this is the skill~~ of understanding or of interpretation. I have known~~x~~ two or three men who have had excellent memories, who have even memorized geometrical demonstrations without understanding them. And it is easy to simply learn words instead of understanding them.

I think we must get the solid fundamental

It is a very difficult thing I find in examinations to really get whether a person is understanding or whether he is just parroting words. But if we distinguish them sharply then I think we should give constant attention all through the course to the understanding and interpretation of problems going far beyond basic essential material that he should master. Now, in connection with the work in the languages I think it is vital to start it is very early. I think, for instance, in Hebrew right in the first month of getting students to learn to recognize the participle. They can do it to some extent at least with the help of the English Bible they can recognize the participles and then see how the particular Hebrew participle has certain possible meanings. And you cannot express any English word that would cover all those meanings. But you have to decide from your context which fits best. You might decide wrong. So I believe that even with the first month getting the interpretation of the Hebrew Bible on the matter of participles will make a man see the real utility and also train his mind ~~to find the purpose~~

in interpreting what is meant by it. In connection with this then, I am anxious for the extra hour or whatever time it is that we have for supervised study, after we get the basic material, I am anxious that a good bit of time be spent in inspecting various aspects of the various problems the various interpretations so as to develop the ability of the student. You do find students who have remarkable ability for understanding but who are lazy and they haven't gotten the habit of learning ~~or mastering~~ the solid