

**INTRODUCTORY
HEBREW METHOD
AND MANUAL**

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Introductory Hebrew Method and Manual by William R. Harper

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WILLIAM R. HARPER

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INTRODUCTORY

HEBREW METHOD AND MANUAL

WILLIAM R. HARPER, PH. D.

PROFESSOR OF SEMITIC LANGUAGES IN YALE UNIVERSITY; PRINCIPAL OF
THE SCHOOLS OF THE AMERICAN INSTITUTE OF HEBREW

FIFTEENTH EDITION.

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CHARLES SCRIBNER'S SONS
1903

TO THOSE
WHO MAY DESIRE TO LEARN OR TO TEACH
HEBREW
BY AN INDUCTIVE METHOD
THIS VOLUME
IS RESPECTFULLY DEDICATED

INTRODUCTORY METHOD.



PREFACE TO THE SECOND EDITION.

The student of a language must acquire three things: (1) a working vocabulary of the language, (2) a knowledge of the grammatical principles of the language, (3) an ability to use this vocabulary and to apply these principles, so as to gain the best results, whether for a literary or an exegetical purpose.

While all agree as to the end desired, the method of attaining this end is a question in dispute. According to one view, the student is first to learn the principles as they are laid down in the grammars, and then apply them to selected words, or short sentences. And after a short preliminary training of this sort, he is plunged headlong into a text without notes of any kind, and expected to make progress, and to enjoy the study. His vocabulary is to be learned by looking up the words in the Lexicon, until they become familiar. Different phases of this method are in use among teachers of Hebrew; but all follow practically the same order, (1) study of grammar, (2) application of grammar.

It is the purpose of this volume to furnish a text-book, which shall assist in acquiring the Hebrew language by a different method. The method employed may be called an inductive one. The order of work which it advocates is, *first*, to gain an accurate and thorough knowledge of some of the "facts" of the language; *secondly*, to learn from these facts the principles which they illustrate, and by which they are regulated; *thirdly*, to apply these principles in the further progress of the work. A few words of explanation are needed at this point:—

(1) The method is *an* inductive, not *the* inductive method; and while, upon the whole, it is rigidly employed throughout the course, a slight departure is made at times, in order to make more complete the treatment of a subject, for some detail of which an example has not occurred.

(2) The term "facts," as used, includes data from whatever source gathered; not merely the grammatical forms found in the

passages studied, but also the paradigms which contain these and other forms systematically arranged.

(3) It is not to be supposed that a long time must elapse before the beginner is ready to take hold of principles. On the contrary, he is taught important principles, and that, too, inductively, during the first hour's work. The three processes are all the while going on together. He is increasing the store of "facts" at his command, and, at the same time, learning from the facts thus acquired new principles, and applying these principles to the new forms continually coming to his notice. Great care must be exercised, however, that the correct order be followed. Let him attempt to learn no principle of which he has not had several illustrations. Let him be required to apply no principle the application of which he has not already learned from familiar cases.

(4) The memorizing of the "facts" of a language, before a knowledge of the principles has been acquired is, indeed, a piece of drudgery; yet not so great as is the memorizing of grammar without a knowledge of the "facts." Nor will it long remain drudgery; for very soon, the student will begin to see analogies, to compare this word with that, and, in short, to make his own grammar. From this time, there will be developed such an interest in the work, that all thought of drudgery will pass away.

The question is frequently asked, How is the first lesson given? A brief statement must suffice:—

The first word of Genesis I. 1 is written on the board, and the English equivalent of each consonant and vowel-sound indicated to the student. The word, as a whole, is then pronounced, and its meaning given. The student is called upon to pronounce it, and to give its meaning. The second word is taken up and treated in the same manner. Then the two words are pronounced together, and their meaning given. After this, each remaining word is considered; and with each new word a review of all the preceding words is made. When he has learned thus to pronounce the entire verse, and to give a Hebrew word when its English equivalent is named, the student is shown the "Notes" on pages 13, 14 of the "METHOD," where, for his private study, he will find, for substance, the aid already given orally. His attention is also directed to the "Observations," with most of which he has been made familiar by the previous work. He is now informed that at the following recitation he will be expected (1) to pronounce the