

Well, in the same manner as our common parent has handed down to us by tradition the names of all things known to him, and our forefathers those of things unknown to Adam if such there may have been, so do we proceed to teach our children, by calling out and repeating as required the name of everything and thus is the spoken language perpetuated, and to be perpetuated in all time, and this is the desired clue at hand.

The best way then of acquiring or imparting the words of your own or any foreign language as French, or German, or Italian or any other, is certainly the system of categorizing them so to say into families, beginning with nouns and numerals and these, not by having to hunt them up in vocabularies or lexicons or other books, but *viva voce* or as in olden times by verbal tradition, from a friend or professor sitting, walking with you or at your dinner table or at mine, because then you have before you and around you the very things you want to know the names of, as they are suggested to you through the eye or other senses, and certainly would not always be were they not there as reminders.

And when I say : first the nouns and numerals, it is that the mere name of the thing asked for or required is in reality the only word that need be pronounced, as for instance on entering a hotel, the sole word " room " with an interrogative tone to it, if you are not sure there is one to be had, or a more peremptory tone if you think or know there is, will suffice and you may possibly be able to pronounce the word correctly or sufficiently so to make your meaning understood, you might not be advanced enough to say " can you accommodate me with a room " or I want a room please, or words to that effect — and so with chair or cab, or horse, or water or anything else you may require. And that I am right in asserting this, that only the name of the thing is required to render your meaning unmistakable — what else does the almost infant say for bread and milk and sugar — ball, and doll, and dog, and cat, etc, and there can be no mistake about what it wants without the addition of any article or verb or other part of speech.

The writer can not incline to Olendorf's method of teaching a language. He professes to do it in a hundred lessons more or less, where you formulate such phrases as " give me my hat " " where is my stick." Now, by this system if you require a knife or fork, a plate, a spoon, etc., instead of finding these words in one and the same category or chapter as they should be, they are dispersed at distances throughout the book : bread is in one lesson, butter in another ; Monday is here and Tuesday there and the names of other days not to be found — one, and two, and three may be together or near at hand while other numbers are searched for in vain — needle where ? and where again is thread.

Then sit we down together at your board or at mine and the greater necessity of our human nature being food, let us commence