

not having the requisite command of the language to teach it as it should be taught, must teach it as they can—in reading fables and listening to the recital of grammatical rules. A real, working knowledge of German is sacrificed for the ability to translate. The knowledge thus obtained could be more easily acquired from good English translations.

It is not necessary to consider the importance of the study of German further than to say that of cultured languages it is after English the most wide-spread; and that in philosophy and science it is second to none. It is indeed the one foreign language of which no English scholar can afford to be ignorant.

Our conversation method is founded on the soundest principle of the Teaching Art—Object-Teaching (*Gegenstands-Lehre*.) In pursuing this method no abstract and uninteresting grammatical principles perplex the beginner. In his first lesson he converses on the various objects around him. Points in Grammar are introduced and explained only as they arise in connection with a carefully graded course of lessons. The necessary grammatical rules are repeated in English so that what may escape the student in the regular lesson can be studied out at his leisure in home preparation.

The first book can be completed after a course of about 40 lessons. That means that the student can make himself well understood on ordinary topics and can travel in Germany with comfort without a dictionary or interpreter.

LOTHAR BOBER.