

triangle (white), a square (yellow), a rectangle (red) and a circle (blue). With them I bring eight small sticks, about ten inches long and from one-quarter to one-half of an inch wide; two of these are red, two white, three blue and one yellow.

LESSON III. — A large illustration of a horse should be on hand, mounted on pasteboard, and also a sketch in ink or black chalk, showing a raven perched on a bough and a fox beneath.

LESSON IV. — I bring penholder, pen, pencil, inkstand, chalk and paper with me, likewise a ball to illustrate the meaning of the verbs *rollen*, *fangen* and *werfen*.

LESSON V. — The seventy-five nouns of this lesson should be explained either by presenting the objects signified, such as *Schlüssel*, *Schachtel*, *Feder*, etc., or by forming short German sentences with the word in question, e. g. (*Die Farbe*) — *Rot ist eine Farbe, grün ist eine Farbe, gelb ist auch eine Farbe; der Regenbogen hat sieben Farben.* — (*Die Biene*) — *Die Biene ist ein Insekt von gelber Farbe; die Biene macht Wachs und Honig.* — etc., etc. The students easily understand the new words by their resemblance to the English words of the same meaning.

As to the grammatical rules which begin with this lesson, the teacher should first read and explain them in German and then have the students translate them into English and enter in a part of their German Note-Book appropriated to this purpose.

LESSON VIII. — The poem „*Die Engel*“ should be read repeatedly and memorized by the students. It will also be found an excellent plan to encourage the pupils to make for themselves metrical translations of this and some of the poems, which follow. —

At this stage of their studies, and not before, the pupils should begin to practice German script; the result will be the more gratifying. From