

**MAX WALTER'S GERMAN LESSONS; A  
DEMONSTRATION OF THE DIRECT  
METHOD IN ELEMENTARY TEACHING,  
GIVEN AT TEACHERS COLLEGE,  
COLUMBIA UNIVERSITY, FROM  
FEBRUARY TO THE END OF APRIL, 1911**

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Max Walter's German lessons; a demonstration of the direct method in elementary teaching, given at Teachers college, Columbia university, from February to the end of April, 1911 by Max Walter

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A DEMONSTRATION OF THE DIRECT METHOD  
IN ELEMENTARY TEACHING

GIVEN AT TEACHERS COLLEGE, COLUMBIA UNIVERSITY  
FROM FEBRUARY TO THE END OF APRIL, 1911

BY

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AND OTHER POETRY

BY STANLEY KIM

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UNIVERSITY



TO  
JULIUS SACHS  
PROFESSOR OF SECONDARY EDUCATION  
TEACHERS COLLEGE, COLUMBIA UNIVERSITY  
THE RECORD OF THESE LESSONS  
IS INSCRIBED

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## INTRODUCTION

DURING the second term of 1910-11 Director Walter of the Frankfort Musterschule, who is known as one of the leading exponents of the Reform Method in modern language teaching, was Visiting Professor at Teachers College in response to an invitation extended to him by the trustees of the institution. In a series of twenty lectures intended for teachers, he set forth his views on the teaching of German to American beginners. He was afforded by the courtesy of Principal Pearson of the Elementary Department of the Horace Mann School the opportunity to illustrate his theory in practice with a group of children previously unacquainted with German, and this phase of his work came to be recognized as one of the striking features of his activity. It demonstrated as no lectures could have done what a part in successful teaching the resourcefulness of the teacher plays; it held through ten weeks the undivided interest of the children and of the teachers in attendance.

To secure a reliable transcript of lessons actually given, to make the record one of uncompromising fidelity, has been deemed by the Secondary Education Department of Teachers College of particular value to the practical teacher, and in line with its Series of Stenographic Reports on lessons of various

types published by Teachers College in 1910, two young teachers in Dr. Walter's Courses, Miss Elizabeth Meyjes and Miss Margaret Hopeman, undertook with rare enthusiasm the difficult task to which the following pages bear testimony.

It is in consequence of their efforts possible to reconstruct a vivid picture of the movement and progress in each lesson, and to follow the ingenious and masterly development in detail. Records like these do not yield their full significance on superficial perusal; they are material for careful study to the thoughtful teacher.

The magnetism of an unusual personality cannot be conveyed by the printed page; it seems to me, however, that the two ladies have succeeded in disclosing in their sympathetic transcript much of the essential charm of this impressive series of exercises.

JULIUS SACHS.

TEACHERS COLLEGE, COLUMBIA UNIVERSITY,  
July, 1911.

## PREFACE

I TAKE this opportunity of extending my sincerest gratitude to both Miss Meyjes and Miss Hope-man for their great courtesy in recording the accompanying lessons. In reading them, teachers should bear in mind that these lessons were given to children whom I did not know at all and whom I taught but a few times. They were also given at a late hour in the day, after 4.10 P.M., and in the presence of many strange faces. Conditions were therefore unfavorable for the best results. I trust that teachers who study these lessons will realize the fact that they give only hints for the employment of the Direct Method in teaching modern languages, and not a systematic and complete treatment.

MAX WALTER.

TEACHERS COLLEGE, COLUMBIA UNIVERSITY,  
New York, July, 1911.