

**HOW TO TEACH AND LEARN
MODERN LANGUAGES
SUCCESSFULLY, ESPECIALLY
FRENCH, AND ITS TEACHING AT
SCHOOL**

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How to Teach and Learn Modern Languages Successfully, Especially French, and Its Teaching at School by Francis Lichtenberger

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FRANCIS LICHTENBERGER

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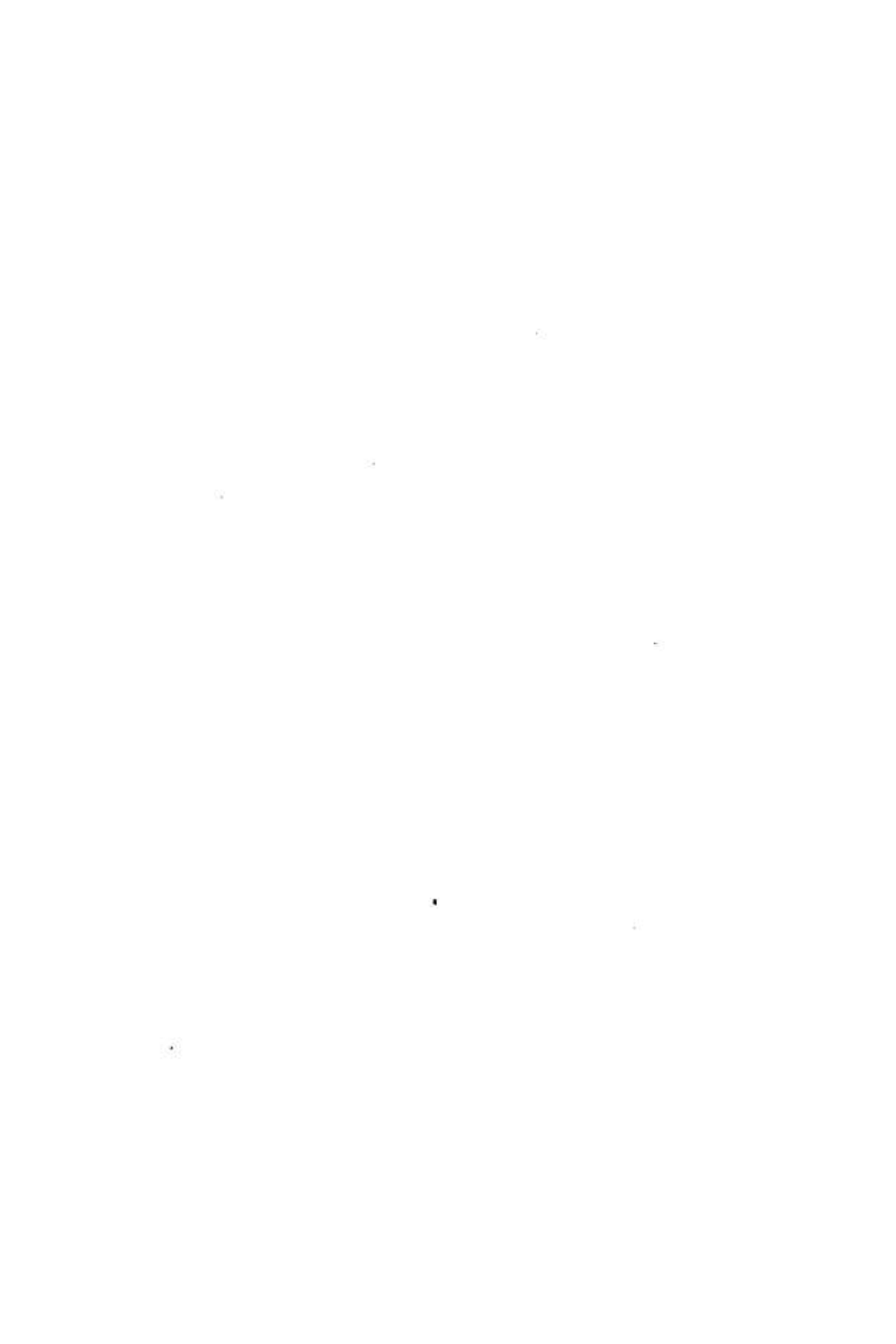
ESPECIALLY FRENCH, AND ITS TEACHING AT SCHOOL.

BY
FRANCIS LICHTENBERGER,
PROFESSOR OF LANGUAGES AND MUSIC.



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INTRODUCTION.

ASPIRATION to authorship appears to have been a very common malady among professors of modern languages, especially among professors of the French language; for, on examining catalogues of educational works, one cannot help being struck with the amazing number of books produced by them. There exist innumerable grammars, scientific as well as elementary; the list of books intended to teach conversation is truly bewildering. In it we find Ollendorf's and Otto's Conversational Methods, associated with somebody's 'Deux Perroquets' and De Porquet's 'Speaking Fables;' there are reading-books containing 'French Classics'

for advanced readers, and others intended to teach 'French at Sight,' which, of course, are intended for beginners. The learned professors have not spared either age, sex, or condition; and to their ingenuity we owe 'Manuals for Travellers,' 'The First Step of the Child in French,' 'Guides Français pour les jeunes Filles,' 'La petite Institutrice,' 'Le petit Fablier,' 'Household French,' 'Self-Interpreters,' etc. Even poor Father Time has been encroached upon, as there exist compilations which profess to teach French in nine or six months, and there are many adventurous individuals who undertake to teach it in even less than that time.

Judging from the great variety and number of these publications, almost every professor of some standing must have contrived to swell the list with a book of his own. Anyhow, we must give them credit for having eclipsed, in point of profusion, every other branch of education. But what is most to be wondered at is, that their tremendous

efforts have not produced corresponding results, and that every Englishman has not long ago become a perfect French scholar.

I confess my weakness. I also had determined to write a grammar—a grammar that should throw into the shade everything that had been previously achieved—but the sight of the voluminous catalogue disheartened me; in short, it convinced me that success in that line was impossible. I threw my pen away in despair. But, on examining the list of French works once more, an idea occurred to me, whether a good one or no, I leave to others to decide. Finding that books which give practical hints as to the method of teaching modern languages are not to be found in the said catalogue, I determined upon supplying that want by giving, in the present little volume, my own experience, not only in teaching, but also in learning several languages, and pointing out in this manner, to teachers and students, how to teach, and how to learn modern languages.

In my opinion, teachers, as well as students—but much more so the former—have committed a grave mistake in attaching too much importance to handbooks; and, whenever the result of their labours did not realise the expectations they entertained, the unfortunate handbook was made the scapegoat, whilst the fault lay really with the master's defective method of teaching, and the student's inattention and idleness in appropriating the contents of the book.

F. LICHTENBERGER.

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