

French Language, is simply intended to impart the Pronunciation and the Fundamental Principles of the French Language. For a more Practical Course, Memory and Study must be brought into play. Memory is a natural gift, and Study is the work of Time. No mere set of real or artificial Rules will give any one a knowledge of French, as if it were by a charm ; for the French Language is, and will be the French Language, take it any way you like. It must be Studied. Nor will it be found that its acquisition can be secured by Inspiration, Machinery, Steam or Electricity.

No amount of Instruction in Languages (however skilful and expert a Teacher may be) will avail anything unless it be combined with Brains, Aptitude, Study (I repeat Study), and a Willingness on the part of the Pupil to help himself. Aptitude is a gift unequally divided ; but Study is within the reach of all, and requires no outside help.

Teachers heralding themselves with flashing and extravagant advertisements as the following :

“ French in Twenty Lessons,”

“ Conversational French,”

“ Parisian French by a Native,”

“ Fitting Parties for the Great Paris Exhibition,”

acknowledge thereby their own incapacity, and should be reckoned among the Frauds of the 19th Century. No living man can impart a knowledge of French by mere blowing, and no Teacher having the consciousness of his own value, will rest his claims to patronage in the mere swinging of a gold-headed cane before people's eyes.

Private Tuition to Adults, in Modern Languages, has been demonstrated to be a failure. In Ten cases out of Twelve it amounts to nothing ; because the Mind, already launched into the turmoil of the World, is no longer fit to receive impressions, nor willing to submit to the indispensable study necessarily accompanying Instruction. It is in our Schools that our young people (if they must have it) should receive their Primary Instruction in Modern Languages, enough, at least, to leave a lasting impression on their Mind, and open thereby a way to further studies in after years.

The following Set of Lessons is not designed to substitute New Ideas for Accepted Ones. It lays no claims to Originality other than being a Simple and Common-sense-like Arrangement (Mechanical in its application), that I have devised for imparting in Eight Short, Easy and Comprehensive Lessons (not a Knowledge of the whole Language), but Simply the Pronunciation, thereby enabling any one to lay a proper Foundation for the study of the Language, with or without a Master.

I do not consider that this Set of Lessons can properly be of much usefulness to Beginners without the Verbal Explanations that should necessarily accompany each Lesson, especially the “ Key to the Pronunciation,” as I believe that it is the Chief Task devolving upon the Teacher ; and such explanations as are required in Tuition should be given, not in a Text-Book, but by the Tutor, and while the Class or the Pupil is receiving Instruction. But to those who may have within their reach the services of a Native Frenchman or, at least, a few leading Lessons in Pronunciation, my *Set of Lessons* will at once recommend itself for simplicity of arrangement and comprehensiveness of Plan. In this alone will it be found preferable to any other Text-Book.

The Method which I am following in Teaching my own Pupils is, first to impart to