A German grammar, for schools and colleges

Fraser W H
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A GERMAN GRAMMAR FOR SCHOOLS AND COLLEGES

BY

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PREFACE

This book is intended to serve as a guide to the use of the spoken and written German of the present day, and makes no claim to be a compendium of all forms and usages in either speech or literature.

The grammatical material has been arranged with a view to its convenient use in the exercises, and with the object of facilitating the rapid acquisition of a reading knowledge of the language. The elementary statements of grammatical theory in the earlier part of the book have been supplemented and summarized in the more advanced lessons, thus enabling the learner to review and amplify the knowledge previously acquired in detail. Thus, for instance, in the treatment of the verb, each mood and tense of both weak and strong verbs is taken up successively, and afterwards the whole theory of conjugation is stated in methodical form.

The exercises have been made continuous, wherever it was found practicable to do so, and are constructed on the same general plan as those in the elementary part of Fraser and Squair’s French Grammar. It is hoped that this form of exercise will not only render the learner’s task less dreary than exercises made up of detached sentences, but will also encourage him to acquire phrases rather than words, which so often change their signification with the context.

In the use of the exercises teachers will naturally be guided by their own judgment and the character of their classes, but in the opinion of the authors, it will be found advantageous first of all to practise very thoroughly the German and oral portions, and afterwards pass on to the translation of the English and to elementary composition. The oral exercises
are not intended to be exhaustive, but rather suggestive for further drill along the same line, as the authors attach the very greatest importance to this method of teaching.

The reading extracts are not intended to replace a Reader, but to add variety, with perhaps a spice of entertainment, to the acquisition and practice of grammar. The extracts in verse are designed primarily for memorizing; the prose extracts may be used as exercises in translation, and may serve also for practice in conversation and composition.

The Appendix contains reference lists and paradigms, which it is hoped will prove useful, particularly B, 4 and 5, which are intended as a guide to the correct use of prepositions.

The principal authorities consulted in the preparation of the work were: on orthography, the decisions of the Orthographic Conference of Berlin, 1901, and Duden’s Orthographisches Wörterverzeichnis; on grammatical points, Blatz’ Grammar and Muret-Sanders’ larger dictionary; on pronunciation, the various manuals of Professor Viëtor of Marburg, whose German Pronunciation (3d ed., Reisland: Leipzig, 1903) and Deutsches Lesebuch in Lautschrift (I. und II. Teil, Teubner: Leipzig; or David Nutt: London) are especially recommended to the attention of teachers.

In conclusion, the authors desire to acknowledge their indebtedness to Mr. W. C. Ferguson, Riverdale Collegiate Institute, Toronto, for valuable advice regarding the plan of the work and on many points of detail; to Miss Julia S. Hillcock, Parkdale Collegiate Institute, Toronto, for testing a considerable proportion of the lessons and exercises in the classroom; and to Mr. Heinrich von Nettelbladt, of the teaching staff of the High Schools, Buffalo, for valuable services in revising the manuscript and thus affording the authors the benefit of the judgment of a native German scholar and teacher.

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