

**A GERMAN READER FOR
BEGINNERS IN SCHOOL
OR COLLEGE. WITH NOTES
AND VOCABULARY**

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A German Reader for Beginners in School or College. With Notes and Vocabulary by Edward S. Joynes

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EDWARD S. JOYNES

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FOR BEGINNERS
IN SCHOOL OR COLLEGE

WITH
NOTES AND VOCABULARY

BY
EDWARD S. JOYNES, M. A.
PROFESSOR IN SOUTH CAROLINA UNIVERSITY
EDITOR OF JOYNES-MEISSNER GERMAN GRAMMAR, CLASSIC FRENCH
PLAYS, ETC.

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1890

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1889

TO
PROFESSOR M. SCHELE DE VERE, PH. D., J. U. D.,
LAST SURVIVOR OF MY ILLUSTRIOUS TEACHERS
UNIVERSITY OF VIRGINIA

1850-53

This Tribute of Grateful Remembrance

E. S. J.

Gift
Händler-Bücher
17-31

PREFACE.

THE scope of this book is indicated in its title: it is a German Reader for Beginners only — designed to occupy the first year of German study, or so much thereof as may be assigned to such reading.

The need for more elaborate Readers has, happily, ceased to exist. Within recent years we have been supplied with an abundance of independent, and more or less complete, editions of German literature in every style, with all necessary helps. The function of the Reader, therefore, need now be only introductory — giving such more elementary help as may enable the student, in the shortest possible time, to read elsewhere for himself. The aim has been to confine this book, strictly, within these introductory limits.

The selections, it is hoped, are all consistent with this design. They are intended as an introduction not to German literature, but simply *to the reading of German*. No effort has been made to secure novelty. Many of the pieces may be called "well worn" — but only because of their approved excellence. Even original pieces would soon become well worn, for the teacher, after a few years' use; but all selections are new *for the beginner*. It is only requisite that they be good and fit — above all, easy — and desirable that they be entertaining, too. These requirements, it is believed, are met in the present collection. No piece has been excluded because it has occurred, even frequently, in other Readers; but some lines — especially

romance, history and the drama — have been avoided, because they are so abundantly represented in the separate texts which, it is supposed, still lie before the student.

As introduction to further reading, the aim has been also to represent sufficiently all the forms of the language that the student may meet with. While the German text in the new orthography predominates, numerous selections are given in the Roman type, and in the old orthography (see Index); and selections are added at the end for practice in the German *Schrift*.

The material is arranged progressively, in distinct Parts; yet in the Notes each Part is kept distinct, so that the book may be begun, or taken up, with any Part.

Part I. (interlinear) is designed especially for those who (like the present writer) believe that reading, *outside of grammar*, should be begun at the earliest possible day. The sentences in a grammar must be arranged to illustrate certain grammatical points (and nothing is more absurd than the frequent complaint that such sentences are not *literature*). Such exercises are necessary and useful; — yet nothing stimulates the student like reading — even the simplest — outside of grammar rules. For this purpose it is hoped that Part I. will be found especially helpful. It may be begun almost with the earliest lessons in grammar. The interlineation has been studied with great care, the object being to stimulate as well as to assist, and — even at this early stage — to give only such help as the student *ought to need*. The Rules attached are only such as appear, inductively, from the extracts read. The Editor would take the liberty of commending this Part for classes of even mature beginners; yet those who prefer not to use it may begin with Part II.

The treatment of the Notes is likewise progressive. In the first three Parts irregular forms and idioms are explained, for rapid reading, without grammatical references. In Part IV., where irregular forms are generally presumed to be known, references are given, partly to the Joynes-Meissner German

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Grammar, but also, by suggestion, to any other grammar the student may be using. In Part V. such references are usually only indicated, in order that the student may be taught to make them for himself.

Throughout the Notes (within the limits of each Part) frequent references are made to preceding notes. The object of this is not so much to save repetition as to help the student to form the habit of remembering and applying what he has already seen. If, on laying aside an Introductory Reader, the student has learned to do this, and to use intelligently his grammar and dictionary, he is qualified to read any text.

The Vocabulary has been wrought with careful reference to the supposed wants of the beginner. Fuller explanations are given in the Introduction to the Vocabulary. As it can hardly be hoped that such a vocabulary should be without error or omission, corrections will be thankfully received.

Now, in conclusion, thanks to all who, by contribution, suggestion or otherwise, have helped in the composition of this little book; and greeting to all who shall use it. If it prove teachable and learnable — if, to any praiseworthy degree, it shall help to smooth the way into the German language and literature — its humble ambition will have been fully achieved.

EDWARD S. JOYNES.

UNIVERSITY OF SOUTH CAROLINA,
OCTOBER, 1889.