

**A SPANISH READER FOR  
BEGINNERS IN HIGH  
SCHOOLS AND COLLEGES**

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A Spanish Reader for Beginners in High Schools and Colleges by Charles Alfred Turrell

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**CHARLES ALFRED TURRELL**

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SPANISH READER

FOR BEGINNERS IN HIGH SCHOOLS  
AND COLLEGES

BY  
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CHARLES ALFRED TURRELL.

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SPANISH READER.

W. P. 1

## PREFACE

THE extension of the study of Spanish during recent years has been accompanied by the publication of many and varied text-books for Spanish instruction. A large number of the masterpieces of Spanish fiction and drama have been edited for the use of college students. But Spanish is now taught more and more in our secondary schools, being in many instances accepted for college entrance requirements in lieu of German or French. Hence, it is often studied by those unfamiliar with any language other than English.

From such conditions arises the need of a Reader which does not presuppose any adeptness in translating, but which will give the student as much help as does the ordinary French or German Reader; that is, with a vocabulary complete both in forms and definitions, and with adequate explanation of everything that a beginner would not be likely to understand. The present work has been compiled to meet such a need.

For first reading, use has been made of a few clippings from newspapers and other sources, as well as some paraphrases of the fables in verse of Samaniego.

These selections are so simple that they may be used to accompany grammar work at a very early stage of Spanish study, since every verb-form which occurs in them will be found in the vocabulary. Such selections afford the teacher a useful basis for conversation, as the student will be able to master them in Spanish without translating.

The Reader has been carefully graded, advance being made from simple fables to short stories of sufficient difficulty to furnish an introduction to any of the longer novels and plays the teacher may select for further reading. The selections have been made with the view of giving the student as many common words and idioms as possible. None are very idiomatic except the last, Trueba's *El Rico y el Pobre*. This was included because the theme is a familiar one and also because of its characteristic local color. Since the student must meet and conquer the peculiar idioms of everyday Spanish, it was thought advisable to place here at least one selection of this kind.

The extracts used are from the works of the best and most popular writers of modern times, and it is hoped that they will interest the student in the literature of Spain. The idiom has been modified in a few cases where it appeared too intricate for first-year students, and certain omissions have been found necessary for other reasons.

The notes are comparatively few and brief, as the vocabulary contains, wherever feasible, expla-



nations and translations of words and phrases. It also includes the principal parts of every irregular verb, and, in the proper alphabetical place, every irregular verb-form found in the text. As stated above, the regular verb-forms which occur in the early selections are also included. Irregular feminine and plural forms are given, but mere orthographic changes, such as those between *c* and *s*, *g* and *j*, etc., are not considered as irregular. In the arrangement of idioms under a given word, the general rule has been to follow the order of their first occurrence in the text. The accentuation throughout is strictly in accordance with the rules of the Spanish Academy, following the latest edition of the *Gramática de la Lengua Castellana*.

The tables of the Appendix give a concise summary of the Spanish verb which will be of service, not only for reference, but also for general review. The treatment of the verb in these tables is self-explanatory. Six principal parts are given, since both the first and third persons singular of the preterite are needed in forming the tenses of many verbs. The *uir* class has been included under the radical-changing verbs, since that arrangement is logical and convenient.

I am indebted to Mr. F. W. Morrison of the United States Naval Academy for his care in revising the vocabulary and for many valuable suggestions.

C. A. T.

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