

**A HANDY BIBLIOGRAPHICAL
GUIDE TO THE STUDY OF
THE SPANISH LANGUAGE
AND LITERATURE PP. 3-61**

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A Handy Bibliographical Guide to the Study of the Spanish Language and Literature pp. 3-61 by
William Hansler

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A HANDY
BIBLIOGRAPHICAL GUIDE
TO THE STUDY OF THE
SPANISH LANGUAGE
AND
LITERATURE

WITH CONSIDERATION OF THE WORKS OF
SPANISH-AMERICAN WRITERS

FOR THE USE OF
STUDENTS AND TEACHERS OF SPANISH.

COMPILED AND EDITED

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PREFACE.

This little pamphlet has been developed entirely through practical necessities, and it is intended only to serve practical ends. Its chief aim has not been bibliographical completeness, but to offer to the American teacher and student a selection of such works and periodicals as will be really necessary and useful in the study of Spanish. It is hoped that not many books of real importance for the ordinary student have been overlooked and that in every case the best books of reference have been mentioned. Librarians of colleges and of public libraries, wishing to provide the most necessary books for the study of Spanish, may be also materially helped in their selection by referring to this Guide.

As each teacher or student should make it his duty to have a library of his own, the attempt has been made to indicate briefly the character of the books listed, and the greatest care has been taken to mention reliable cheap editions.

Whoever makes a selection of books is liable to be criticised for admitting certain books and omitting others; but I shall receive thankfully any suggestion or criticism that may be made for the improvement of this little book, by those who are using it.

I wish to express my thanks to Mr. Fred. W. Boettler for his critical reading of the manuscript and for his careful reading of the proof.

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1. THE TRAINING OF A MODERN LANGUAGE TEACHER, WITH SPECIAL REFERENCE TO SPANISH.

The study of a modern language ought to be practical and scientific.

In the high-school and college the student has to acquire first the indispensable practical basis of the living language, and to get acquainted with the most important historical facts and cultural conditions of the people whose language he studies.

The student is confused if he attempts the scientific study of a language without the solid basis of its modern form.

At the university the foundations of the philological study should be laid. Here the student learns to view the development of the language and literature in the light of history; he learns not only the facts, but their inner connections; he becomes acquainted here with the older phases of the language, with the critical interpretation of old and modern texts, and finally with the study of scientific grammar, the history of the language and comparative philology. In short, here he obtains a general and methodical survey of the whole domain of his subject, which added to his practical knowledge of the language places him far above the "mâitre des langues" and gives him that feeling of confidence which is a guarantee for the success of his teaching.

But however successfully a student or young teacher may have worked in his own country, a stay of at least half a year in the foreign country whose language he wishes to teach, is indispensable. This visit should be made immediately after taking his degree. His general knowledge of the language, literature, and history, his training in phonetics, and the better understanding he has of the character and culture of the foreign people assure him a more profitable and interesting sojourn.

The main object of traveling in a foreign country is the perfection of the practical knowledge and understanding of the language. It is necessary to warn the student not to spend his time in learning things which he can learn as well at home from books. His acquaintance with the manners and customs of the people, its institutions, administration, education, etc., is a matter of secondary importance and ought only to be considered as a help to the main object of the journey.

Although there are noticeable differences between the speech, life, and character of Northern and Southern Spain, the importance of the place selected is not to be overrated. However, as the capital of the country should be known to the special student of a language, the teacher of Spanish should visit Madrid, if a choice is possible.

Through the general inclination to use correct and elegant speech, the difference between the pronunciation of the cultured classes and the uneducated city classes has almost disappeared. Everywhere will be found the well-educated Spaniard who uses the official language.* It may be said that correct language is more generally used, and consequently more vigorous and forcible in the daily press, on the stage, and in the popular literature than is the case in this country.

Once settled in the foreign country he should speak and hear as much Spanish as possible, keeping away from everything English. He should select a good, private boarding place where he will hear good Spanish, where he is compelled to talk and at the same time where he has a chance to get acquainted with the customs and the peculiarities of the Spanish family and social life.

To hear as much Spanish as possible he should attend lectures about history, geography, literature, economics, art, etc. He should hear sermons and he should go to the theatres

* This is the language which has developed since the XIII century and has, as a basis, the dialect of Toledo, mixed with some other elements, especially old-Castilian and leonés.