



The investigation of ancient Spanish in Mexico
Wang Kexin

Juan Manuel Espinosa Sánchez
(Coordinator)

COLECCIÓN: CODICES DE UNIVERSITAS N. 5



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UNIVERSIDAD DE QUINTANA ROO

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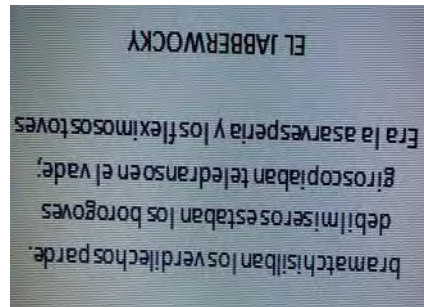
The investigation of ancient Spanish in Mexico

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Foreword: The Teaching of Paleography¹

Juan Manuel Espinosa Sánchez

“Todo esto está en un lenguaje que no conozco- pensó”.
El texto decía:



Miró esto con asombro durante cierto tiempo, pero al fin se le ocurrió una idea luminosa:
-¡Por supuesto! – dijo -. ¡Es un Libro de Espejo! Si lo pongo en el espejo veré otra vez correctas las palabras.” (Carroll, 2016, 127)

Introduction

First we will make an epistemic look at the study of history, it is very important to use the sources that are in the different national and international archives, in the case of New Spain, and whose meaning refers to the time of 1546 where the future king of Spain Felipe II, the documents located in the collections are important in the reconstruction of the historical facts and try to study new social, economic, political, and religious phenomena through said documents, (Braudel, 1999, 3 - 46), so it is very important to treat the document located in the General Archive of the Nation, and give an analysis in the historical context of the aforementioned document. The catalog sheet is the following:

¹ Written at the Yunnan Normal University in Kunming, China.

Ficha del Documento 5

28/01/1546

MADRID [ESPAÑA] Real Provisión [Testimonio] expedido por el príncipe, mediante la cual se nombró escribano y notario público a Alonso Hernández de Hanover en la corte reinos y señoríos de España, el interesado presentó su nombramiento en la Audiencia de Nueva España y por Auto de la Audiencia de México el 13 de julio de 1519 fue recibido como tal para dicho oficio.

Archivo General de la Nación, Reales Cédulas Duplicadas, vol., 7, exp. 25, fs., 143 v.-144r.

Then make the transcription of the old Spanish document, read and respect the syntax when deciphering the letters, acronyms, letters in Latin and even in Greek. Then, pass the students who were difficult and do the respective exercise of paleography. The students expressed that it is complicated by the amount of acronyms that are in it, for which a teaching plan was established that was applied in the autumn of 2016 in the Paleography class and in the corresponding Paleography Diploma, carried out in the facilities of the Institute of Culture and the Arts in the first semester of 2017, where the main function was to create paleographers in the State of Quintana Roo who can read documents from the colonial era, do theses of this period, or in the future , to be able to work in a Historical Archive in the cataloging process of the primary sources.

Given that the foreign student of the Normal University of Yunnan, Wang Kexin had this knowledge after completing the aforementioned Diploma to carry out his thesis on studies of ancient Spanish.

Historical Observation

The different observations that historians offer of a single and unique event as they belong to different epochs or generations will be according to the development of historical knowledge, the different explanations of the event. (Chesneaux, 1987, 75).

The observation of historical events has as a consequence that the system of knowledge derived from it is conditioned by a previous idea, which constitutes a limit of objectivity.

The object is not a passive recording device, but, on the contrary, it introduces into knowledge a subjective factor linked to its social conditioning; Adam Shaff, a supporter of the third knowledge model, states in his book *Historia y Verdad* that this third model "[...] is the opposite of the mechanistic model, but unlike the subjective idealism that shuts down the object of knowledge in a mystical way, the battlefield the knowing subject and its mental products ... proposes ... a modified theory of reflection, a cognitive relation in which the subject and the object maintain their objective and real existence, while acting on each other [...] is produced [...] by the social practice of the subject who perceives the object in and by its activity". (Shaff, 1985, 86).

Why is Shaff a supporter of this model? "It is concretized in the correctly interpreted reflex theory that develops Marxist philosophy, in addition, sees in the subject the main term of the cognitive relationship." (Shaff, 1985, 86-88).

For Shaff, this cognitive relationship is a knowing subject relationship and the object of knowledge makes the subject to be active. The epistemological analysis allows us to ensure that knowledge is a response to a question we ask, and it is directed to an observed object, which we have to prepare in advance so that it can respond to us, which is known as historical criticism to know its veracity before the event.

The historian selects with the observation and establishes an indirect relation with each point of the past, according to the concerns of his time, observes the past focusing different perspectives of an object, the object is precisely, what he will tell us; the analysis of observation. (Bloch, 1984, 58).

The process of observation affects and modifies what has been observed, since the historian gathers the documents, reads them, strives to criticize and must be active during historical research.

In history we do not know, nor can we know, the historical reality itself, this is how things actually happened, the historian tries to see that reality in historical sources, is limited and with the absolute impossibility of verifying the event that study, so that the knowledge of the past will necessarily be indirect, for which reason, a character of an objective truth will be given to the historical event.

The observation of historical facts obeys the coexistence of the historian himself, who shapes those whom the historian observes and knows, not only from himself,

but also with himself, with his life, in which he is given the experience of human, the observer in this case, is the historian and the historical subject, which conditions his observation and his work that the theory of knowledge has to take care of the problem. (Maravall, 1958, 115-116).

The past is, by definition, a fact that nothing will have to be modified, previously mentioned, that the observation process affects and modifies the observed, (Bloch, 1984, 49); to explain this, what better example than Shaff, who states that the different causes of the French Revolution are a historical fact, that occurred and should not be modified, what can be modified are the various causes given by historians, so there is an individualistic and subjective conception; and another, social and objective.

The primary task of the historian is not to collect the data, but to value the history is inescapably subjective, because the individual is in everything that surrounds his society. (Carr, 1967, 83).

The historian to study the past based on the sources, according to the time, but thinking about New Spain, does so based on the documents that are stored in different archives, whether from Mexico, the United States, Spain or England. It is very important to read these documents with notions of Latin and paleography, in addition to having historical knowledge of New Spain:

The sixteenth century would be conquest and evangelization.

The seventeenth century would be the splendor of the light-dark of the baroque and the imposition of the church in society.

The eighteenth century would be the Enlightenment.

So it is very important to have a specialty, that is, which century the historian will study to be a specialist in the area to be studied.

What will lead us to understand the past of New Spain with thematic axes of religion, society, economy, politics, education or science, which will also determine the aforementioned specialty.

Paleography is of paramount importance, to read the documents of the colonial era and begin to analyze the society of New Spain with the aforementioned thematic axes, so that studying the man of the colonial past is also going into the sources, the archives, the libraries, to build a history of the colonial past with a subjective vision.

Teaching Paleography in Quintana Roo

In the fall semester of 2016 at the University of Quintana Roo, the Paleography course was taught on Mondays and Wednesdays from 4:00 p.m. to 6:00 p.m., with a variety of didactic activities for a better historical understanding of the colonial documents.

1.- One of the activities carried out during the course was to do paleography practices taking our students to two collections of Chetumal, in the first instance went to the General Archive of the State of Quintana Roo in the month of November of the respective year, where we work on Mondays and Wednesdays from 12:00 a.m. to 2:00 p.m., with a document of more than 70 pages of the first half of the XVIII century, the document is a copy brought from the General Archive of the Indies and was donated by Dr. Lorena Careaga, for this time the document was not cataloged, they gave us a document in situ, that is, unpublished that talks about encomiendas in the Yucatan peninsula.

The other didactic action was to take our students to the Colonial Fund, which has the Chilam Balam Library, also carried out in the month of November, on Mondays and Wednesdays with a schedule from 12:00 hours to 2:00 pm, this The collection is located inside the Museum of Mayan Culture, our students worked on a variety of documents dedicated to colonial politics in Yucatan.

2.- Later we had another activity, the First Paleography Contest carried out in the Humanities Degree where several students of the respective degree in History participated in the International Conference for Philosophy and History, at the University of Quintana Roo, from October 4 to 7, 2016.

The prize was a gift of several books to the first place and diplomas of participation to the contestants, being the juries of the country of Belize.

The first place went to Jonathan Chan, the second place went to Esperanza Torres and the third place went to Karen Torton.

3.- Another didactic action was the first Paleography Forum, where a server was the Coordinator and with the Conference, "Colonial Documents for the History of Quintana Roo" in the Second Information Day in the Santiago Pacheco Cruz Library of the UQROO , on October 25, 2016 where the students Jonathan Chan, Edwin Hadlim López and Esperanza Torres, had two presentations on the difficulties of reading the old Castilian of the XVI-XVII centuries and the importance of studying paleography.

For my part I gave an explanation of the importance of taking these courses of paleography in Quintana Roo, to investigate in the archives in function of the colonial sources the past of the oriental coast of Yucatan, to analyze the economy, politics, society, religion, daily life, culture and architecture of the men of the XVI-XVIII centuries.

4.- The result of these experiences motivated the students of this Paleography course to carry out a Diploma in Paleography of 60 hours at the Institute of Culture and Arts of the State of Quintana Roo, with the Chilam Balam Library as its headquarters, Saturdays from January 28 to April 8, 2017, from 9:00 am to 1:00 pm.

In this Diploma Wang Kexin of the Normal University of Yunan, China, exchange student at the UQROO began to work on paleography, to later go on to make his degree with a work on the documents that we transcribed, read, and gave the historical contextualization of a variety of documents, which are the result of my courses of Paleography of the UNAM, in two semesters, I worked notebook 1 of the class I took with Dr. Mina Montes and is currently a book of Paleography, edited by the UNAM .



Paleography Diploma, Closing, from right to left, Dr. Juan Manuel Espinosa, the Director of Culture, Lic. Jacqueline Estrada Peña and Lic. Elvira Aguilar who worked as Director of Cultural Diffusion.

The students are also taught the use of the internet to consult documents or files online from the General Archive of the Nation of Mexico City, where there is a diversity of colonial documents and the document is subjected to a critical analysis, how to contextualize the historical facts at the time of the document being transcribed, visualize the names of the historical figures that appear in the same document, see where it was written, that is, the place, in the same way visualize who signs it, if you have stamps, see the texture of the paper, which is different from the current leaves, the watermark, which are seen through the originals and the diversity of colonial backgrounds. They also mention the different colonial archives that exist in Mexico City, and in this way relate the document to be studied,

with colonial history books, articles and other documents related to the subject to be treated, to write a "New History" viceregal . (Carbonell, 2017, 146-150).

My concern as a teacher of Paleography in the UQROO, led me to ask the students of the autumn 2016 cycle, what difficulties they had at the time of transcribing, when they had documents with letters difficult to transcribe, with acronyms, with Latin words or even in Greek.

Interviews with Paleography students of the UQROO

Paleography Document 5, the difficulties of reading

The interviews were held on October 3, 2016 and the general question for the respective group on my behalf was:

What was the difficulty when reading the document?

Alumna Esperanza Torres Chan:

Answer: "This document has a high degree of difficulty, I am still at a low level of understanding of the old Castilian and that the letters are not very readable and I have only recently taken paleography".



Paleography Practices in the General Archive of the State of Quintana Roo, in November 2016, from right to left, Isabel Can, Ranferi Antonio, Jonathan Rivera and Karely Pech.

Student Ranferi Antonio Flores Ayala:

Answer: "This document was very difficult for me, because the letter is different from the one we saw (previously in other colonial documents), and in the abbreviations it was difficult for me. The letters in this document are very close, but there are understandable words. With more practice it would be easy to understand. "

Student Yaremi Isabel Can Chulin:

Answer: "The difficulty in reading the document, is to differentiate the letters, the type of calligraphy, for me it is illegible. With a procedural typeface it is one of the

most difficult documents to read. Especially the form, in which a sentence is found, and the letter is very close. That would be one of the difficulties. "

Student Jonathan Rivera:

Answer: "The form of writing on the old documents is almost illegible to me, the acronyms are somewhat complicated and it is very different from the old Spanish (modern Spanish) and that makes it even more difficult to understand the document".

Student Selena Griselda Sablaza Ken:

Answer: "(This type of letter) is very complicated, because they are stuck together and can hardly be distinguished.

I think that if the course were extended in two semesters we would have more time to learn.

Although the document in (this type of) letter is a little larger in size, it is difficult, because of the aforementioned, that they are stuck together and because of the letters they are confused with others.

At the time of reading if the eyestrain, because, good of me, abbreviations I have not learned them and at the time of translation it was difficult for me to read ".



Students participating in the Paleography Contest at the UQROO, in 2016, from right to left, Isabel Can, Selena Sablaza, Dr. Juan Manuel Espinosa, Esperanza Chan, Karely Pech and Jonathan Chan, at the close of the aforementioned event.

Alumna Diana Alejandra Tuz González:

Answer: "The difficulties were presented when transcribing the three lines that were: 32, 33, 34.

There are some letters that I can not identify and that does not allow to finish transcribing the word. Also, some abbreviations are very difficult to identify, because I still can not memorize all of them.

But with the help of the sheets with acronyms and abbreviations, I was able to support myself. "

Student Karen Torton:

Answer: "The letters are more chained, than in the previous documents and that complicates the transcription, the use of acronyms intercalated in the text and in the second way. Likewise, the Spanish used in the document is difficult to transcribe because it causes confusion, this comparing it with the current Spanish.

Student Karely Aracelly Pech Dzib:

Answer: "Because it is a 1546 document and the small letters, in addition to the various acronyms it contains, it was difficult for me to decipher the document. I consider this situation normal because as apprentices of palaeography we are in a formative process ".

The poster features a green geometric design on the left and right sides. At the top center, it displays the logo of the Universidad de Quintana Roo and the DGSA (Dirección General de Servicios Académicos) logo. Below this, it reads 'Departamento de Bibliotecas'. The main title is '2ª JORNADA de la INFORMACIÓN en BIBLIOTECA' with a laptop icon next to the '2ª'. Below the title is 'CONFERENCIA Documentos coloniales para la historia de Quintana Roo'. The coordinator is 'Coordina. Dr. Juan Manuel Espinosa, Profesor investigador de la DCPH'. The date and time are '25 de octubre de 2016, 11:00 hrs.'. The location is 'Sala de conferencias, Biblioteca Santiago Pacheco Cruz, Unidad Académica Chetumal'. A historical black and white photograph of a street scene is shown in the bottom right corner.

Poster of the Table dedicated to Paleography in October 2016.

Student Jonatahan Alfonso Chan:

Answer: "I had difficulties given to the fuzziness of acronyms, the union of the determined articles to the set with words. Another difficulty is the Spanish so different from the one we are talking about today. It is very difficult to contextualize or want to complete a sentence when Spanish is so different.

In short, it's like re-reading and writing at a young age. "

A didactic plan to solve the problems of the students has been raised, so that our students of the University of Quintana Roo can read the documents of the Spanish Empire.

Paleography Teaching Plan

Then we will put a series of didactic developments, which have been used since 2014, in the Paleography courses, which are offered to students in the fall semester of each year. Here we have the exemplifications to know, has also been implemented in the Paleography Diploma that we gave at the Institute of Culture and the Arts, and in which Wang Kexin learned paleography with this practice, it seems that we are in the Competency Model, but that It's another story:



The Conference of Dr. Juan Manuel Espinosa at the Santiago Pacheco Cruz Library on Paleography in October 2016.

Topics and subtopics

Unit I

1.-The origin of writing and its impact on the intellectual development of humanity.

1.1 Concept, definition and methods of paleography.

1.2 Emergence and development of paleography as an auxiliary science of history.

1.3 The divisions of paleography.



Attendance at the Paleography table at the UQROO, in October 2016, in the first instance the student exchange students, Xu Fei and Wang Kexin.

Objectives of the themes

- a.- Determine the initial approaches of paleography.
- b.- At the end of the problem of the colonial period that affects the written statements.
- c.- Become familiar with the instruments used to write in the period.
- d.- Know the evolution of the different types of letter abbreviations and signs used in the period.

e.- Become familiar with the specificity of the language of the period.

Mandatory bibliography

Ramírez, Montes Mina, Manuscritos Novohispanos. Ejercicios de Lectura, Instituto de Investigaciones Estéticas, 1990.

(Paleography exercises).

Learning activities

The teacher will explain each of the topics, help the students in transcribing the documents.

Learning Support Activity

Use of the Manual of abbreviations, nexuses and acronyms, that the students will copy manually in a notebook, for the memorization of them, at the moment of making the transcription of the documents.



Attendees to the Paleography Diploma in the Chilam Balam Library, inside the Museum of the Mayan Culture

Topics and Subthemes

Unit 2

2.- The evolution of society and administration in the colonial period and its impact on writing.

2.1 Types of paper and ink, writing instruments and stamps used during the period in Spain and in America.

2.2 The different types of deeds according to the branches of administration, the social sectors and the historical moment.

2.3 Court, French, chained, procedural and rural American writing.

2.4 Abbreviations and conventional signs.

2.5 Spanish in the colonial period: vocabularies, synthesis, and spelling.

General objectives

a.- To know the specificity of the diplomat as an auxiliary science of history.

b.- Learn the classification of documents.

Compulsory Reading

Ramírez, Montes Mina, Novohispanos Manuscripts. Reading Exercises, Institute of Aesthetic Research, 1990.

(Paleography exercises).

Learning activity

The teacher will explain each of the topics, help the students in transcribing the documents.

Learning Support Activity

Use of the Internet, on the website, of the General Archive of the Nation. In the search for colonial documents. The student will understand the diversity of branches in the process of historical research. The student is asked for five catalog sheets of the respective collection, downloaded through the Internet.

Topics and Subthemes

Unit 3

3.-Diplomat concept.

3.1 The organisms of the colonial administration.

3.2 The administrative language.

3.3 Classification of documents.

General objectives

a.- To know the different documents of the colonial institutions.

Compulsory Reading

Ramírez, Montes Mina, Novohispanos Manuscripts. Reading Exercises, Institute of Aesthetic Research, 1990.

(Paleography exercises)

Learning activity

The teacher will explain each of the topics, help the students in transcribing the documents.

Learning Support Activity

Paleography Practices in the General Archive of the State of Quintana Roo. The students will put into practice their knowledge of transcription of documents learned in the classroom.

Topics and Subthemes

Unit 4

4.- Neography.

4.- Concept of Neography

4.2. - The political, administrative, social and technological changes in the XIX - XX centuries and their impact on documentation and writing.

4.3 The official writing and private writing in the nineteenth century.

4.4 The typewriter, the writing instruments, the generalization of literacy and handwriting in the first half of the twentieth century.

General objectives

a.- Know the specificity of the Neography.

b.- Analyze the relationship between the historical events of the period and the changes in writing.

c) Determine the new writing instruments and the new styles of the letter.

Compulsory Reading

Ramírez, Montes Mina, Novohispanos Manuscripts. Reading Exercises, Institute of Aesthetic Research, 1990.

(Paleography exercises).

Learning activity

The teacher will explain each of the topics, help the students in transcribing the documents.

Learning Support Activity

Paleography Practices in the General Archive of the State of Quintana Roo. The students will put into practice their knowledge of transcription of documents learned in the classroom.

At the end of the course, the student will deliver a folder of transcribed documents in class, Paleography practices and the five catalog sheets downloaded from the AGN website.

Conclusion

The historical past seen through archival sources is very important to bring students closer to studies related to the colonial era, which is why Paleography is very important, and for that we use the philosophy of history to establish in the historical context a subjectivist vision, (Collingwood, 2016, 69), explaining the environment of the document in the year 1546 and the mention of the future successor of the Spanish crown Felipe II, seeing a global world, with the growth of the Spanish empire , from Europe, America and the Philippines (Asia), with two large oceans, the Atlantic and the Pacific, which gives guidelines to make different historical constructions with new visions and study the respective document with analysis of Spanish as Wang Kexin does to promote the Paleography studies in Quintana Roo.

Taking into account that the colonial documents are official, not public, of a private nature at the time they are issued, they belong to the administration of the Spanish Empire and it is to study the manuscript with the writing of the old Spanish, which leads us to visualize different parameters at the same time, to study the history of

culture, in this case of the sixteenth century, in the New World with the global vision and expand it to Europe of this time. (Arce, 2010, 377-385).

At the end of both courses offered, to pass the subject of Paleography, in the University of Quintana Roo and in the respective Diploma, the students had to do the exercises and present a notebook with those paleography exercises taken in the course, where they would have to deliver the material, which were copies of the Paleography course I took at the UNAM, with my teacher, Dr. Mina Montes and in it, in each document its respective catalog sheet, to locate the original in the General Archive of the Nation, to solve a questionnaire, where it is a historical criticism of the document and in passing the respective transcription of the document. In addition to the exercises that were done at any time using the documentary material of the General Archive of the State of Quintana Roo, as well as the Chilam Balam collection, for the university course, as in the Paleography Diploma, the use of copies of documents of the AGN, which are in the Chilam Balam Library. What in other words is a manual of paleography exercises. (Silva, 2001, 12-13).

APPENDIX 1

DOCUMENT 5

titulo de alhernanza
 canouez de no de
 Lo Rey no

1 Don Carlos por la diuina m^{te} Semper Augusto. Rey
 2 alemana goña Joana. Sumario y el mismo don Carlos por la misma gracia Rey
 3 ves de castilla de leon de aragon de las dos sillas de jerusalem. De navarra de granada
 4 de sledo de valencia de galizia de mallorca de cerdeña de cordova de
 5 corteza de murcia de jaen. De los algarues de algezira. De gibraltar. De las islas de
 6 canaria de las yndias y las yslas e tierra firme del mar oceano condes de barcelona ex
 7 tlandes e otras yslas y por hazer bien y mas auis al fienandez de canouez vezino de
 8 la ciudad de Toledo. Acatando vna suficiencia e habilidad. En algunos seruiços
 9 no si de hecho y esperamos q nos hazeis de aqui adelante. Hicimos por bien y e
 10 nra m^{te} e voluntad q aora e de aqui adelante para en toda vna vida sea nra descurian
 11 En nra publico e nra honra corte y en todos los nros señores e señoras e por esta nra
 12 carta e por su traslado. Signado de nra mano publico e nra honra al llustre simon
 13 don aluarez muy caro. Emuy amado nro e hijo. Emandamos a los nros señores. Duq
 14 de los mares condes. e otros señores maestros. De las ordenes e prioros. Comendades.
 15 e subcomendades. Alcaldes de los castillos. Casas fuertes villanas. e a los del nro con
 16 pre sidentes e oidores de las nras audiencias alcaldes alguaciles de las nras casa e cort.
 17 e de nra villa. e a todos los corregidores. Asistentes gouernadores. alcaldes mayores
 18 alcaldes ordinarios e leuades e justicias e regidores caualleros e otros señores.
 19 e a los nros señores de las nras villas e lugares de nra honra e señores e señoras e
 20 an si a los q aora son como a los q seran. De aqui adelante que vos e vna e tengan p
 21 ni deoci band e notario publico e vna con vos el dho oficio y entodos los nros
 22 se ruiçientes e equiçame los e mas cumplida m^{te} usen e de vna e con los dho
 23 ecciuanos de los dho señores e señoras e que vos e rrecudan e fagan rrecudi
 24 conto de los dho e salarios e otras cosas al dho oficio e fano por e pte e nros señores e equ
 25 vos guarden e fagan guardar todas las ordenes. gracias e mercedes. franquezas e
 26 libertades. preuenciones e prerrogatiuas. e muniçiones. e todas las e otras cosas
 27 que por rrazon del dho oficio vos e de vna e guardadas segun las leyes. e de nros señores
 28 de Toledo e cumplidamente en quya que vos no mengue e nra cosa alguna e q
 29 en ello. ni en parte dello e bargo. ni contradiccion alguna vos no pongan. ni con sienta
 30 poner. y en nra merced y mandamos. que todas las cartas e ptes e ptes. e nros señores
 31 e obligaciones e testamentos. e cobdizios e otros. qual es que e auto. e juicio e ley e x

borras lineas orilla

FOJA 1

32 | judiciales que pasaren e se otorgaren ante el dho dho hernandez de cano Ver
33 | En que fueren presentos e vno signo a tal como ste
34 | de q cantado e mandamos que los fechos que valan e sigan
35 | de q cantado e mandamos que los fechos que valan e sigan
36 | de q cantado e mandamos que los fechos que valan e sigan
37 | de q cantado e mandamos que los fechos que valan e sigan
38 | de q cantado e mandamos que los fechos que valan e sigan
39 | de q cantado e mandamos que los fechos que valan e sigan
40 | de q cantado e mandamos que los fechos que valan e sigan
41 | de q cantado e mandamos que los fechos que valan e sigan
42 | de q cantado e mandamos que los fechos que valan e sigan
43 | de q cantado e mandamos que los fechos que valan e sigan
44 | de q cantado e mandamos que los fechos que valan e sigan
45 | de q cantado e mandamos que los fechos que valan e sigan
46 | de q cantado e mandamos que los fechos que valan e sigan
47 | de q cantado e mandamos que los fechos que valan e sigan
48 | de q cantado e mandamos que los fechos que valan e sigan
49 | de q cantado e mandamos que los fechos que valan e sigan

50 | por el dho dho de cano Ver. fue pedido se leguada se en esta nueva spana
51 | el titulo de secretario que es el de cano de que originamente hizo presentacion y sobre
52 | ser el contenido. En dia de hoy en forma de nro. a. a. de 15 de mayo de 1510. Escrito en
53 | y visto todo por los señores presidentes e oidores de la dha Real de la nueva spana
54 | de vez en cuando. señalado con otros señales. de 7 de mayo de 1510.

1 to. 55 | ni la cosa de Mexico entre otras cosas del mes de Julio de mill e quatro
56 | e cinquenta e nueve años. Visto por los señores presidentes e oidores de la
57 | audiencia real de la nueva spana lo que se dio por el hernandez de cano Ver. y
58 | el dho dho de cano Ver. y el dho dho de cano Ver. y el dho dho de cano Ver.
59 | que se dio por el dho dho de cano Ver. y el dho dho de cano Ver.
60 | por sumo con firme de el titulo que el dho dho de cano Ver. tiene en su
61 | de cano Ver. y el dho dho de cano Ver. y el dho dho de cano Ver.
62 | de cano Ver. y el dho dho de cano Ver. y el dho dho de cano Ver.

APPENDIX 2

Questionnaire 5. 2

The questions are from the Paleography course of Dr. Mina Montes of the UNAM, the answers are from a server when the respective course was taken in my training as a student of History in the Faculty of Philosophy and Letters.

The achievements of studying paleography: I have developed three theses for the obtaining of my academic degrees, also, to have made an examination of knowledge of paleography to work on the Argena-Conacyt Project in 1994 cataloging books of the Branch House of Currency second series. Having carried out my Social Service in the cataloging of documents of loose papers of the Second Series of the Archive of the Library of the National Institute of Anthropology and History in 1991 and to carry out the Paleography Study Plan jointly with Dr. Herendira Téllez, to teach the course of Paleography in the UQROO from 2008 to date, and give the corresponding Paleography Diploma in 2017.

1.- What authorities initialed the Real Original Provision?

Answer: The President and the Oidores signed it.

2.- This time the Provision is not directed, because it is at the request of the party, who asks for it?

Answer: Alonso Hernández of Hannover requests it.

3.- What does this document mean?

Answer: The office of scribe and notary public of the kingdom.

4.- What is ordered?

Answer: That all the subjects of the crown must recognize and respect the scribes of the kingdom with all "rights and wages", and they must keep the laws of the kingdom.

5.- What is the sentence in case of misusing the trade?

Answer: A penalty of ten thousand maravedis and you will lose the said trade.

6.- Give the topical and chronic dates of this Real Provisión.

Answer: Madrid, 1546, January 28.

7.- Where was this Auto issued?

Answer: In Mexico City.

8.- In the issuance of the Real Provision to the effectiveness of is in Mexico, how much time elapsed?

Answer: Thirteen years passed. [1546-1554].

9.- What was the resolution of the Hearing of Mexico?

Answer: His resolution was that the said Alonso Hernandez who can use the office of royal scribe and that his majesty confirm the title.

10.- Who retains the original title?

Answer: Alonso de Hernández.

**ANNEX 3
TRANSCRIPTION OF DOCUMENT 5**

The transcription is mine taken in the respective Paleography course at the UNAM, in 1988, semester-1.

Documento 5

Título de alcaide hernandez de anzer de scribano de los Reyes

- 1- Don Carlos por lo Pímo Clemente Imperadori sempre Agust Rei de
- 2- de monna Janna Juana su madre y el misa por la misma gracia Re
- 3- yos de Castilla, de leon, de aragen, de las dos Sicilias, de Jerusalen
- 4- de navarra, de granada
- 5- de Toledo, de valencia, de galizia, de mallorca, de sevilla, de cerdeña, de cordoba, de cercega, de Murcia, de Jaen, de los algarves, de algezia, de sibraltar, de las islas de
- 6- canaria[s] de las Indias Esta e tierra Firme del mar oceano condes de boycelona e de
- 7- flandes e de tirol etoetera por hacer bien y merced a nos a lonso hernandez de anzer vecino de
- 8- la ciudad de Toledo. Acatando vuestro suficiencia e [In]habilidad e algunos servicios
- 9- nos aveis hecho y esperamos que nos hareis de aqui adelante
- 10- nuestra merced es voluntad que aora e de aqui adelante en
- 11- e notario publica en la dicha nuestra corte y en todos los
- 12- nuestros reinos señorios e por esta ni
- 13- carta o por su traslado. Signado de [E]scribano publico encargamos al y llos trisimo principe
- 14- don philipe nuestro muy caro e muy amado nieto e hijo. e mandamos a los ya fantes dignos
- 15- por los marqueses, condes, ricos [E]nombres, maestros de las ordenes priores, comendadores
- 16- e subcomendadores, alcaides de los castillos e casas fuertes y llanas e a los del nuestro consejo
- 17- presidentes e oidores de las nuestras audiencias, alcaides, alguaziles de la nuestra casa e corte
- 18- e chancillerias e a todas las conegidores asistentes, gobernadores, alcaides mayores
- 19- alcaides ordinarios e Juez es justicias regidores, cavalleros, escuderos e oficiales
- 20- hombres buenos de todas las ciudades villas e lugares de estos nuestros reinos e señorios
- 21- asi de los que aora son como a los que seran de aqui adelante que vos ayan e tengan por
- 22- nuestra [E]scribano e notario publica e usen con vos en el dicho officio y en todo lo a el con-
- 23- cerniente segun que mejor e mas cumplidamente usa e deven usar con los otros nuestros
- 24- [E]scribanos de los dichas nuestros reinos e señorios e que vos precudan fagan recudir
- 25- con todas las derechos e salarios e otras cosas al dicho officio anexas e pertenecientes e que
- 26- vos qualde fagan guardar todas las dizes gracias mercedes franquezas e
- 27- libertades prehemencias e prerrogativas envidades [E] e todas las otras cosas
- 28- que por rrazon del dicho officio vos deven ser guardadas segun las leyes de nuestros reinos
- 29- de todo bien e cumplidamente en guisa que vos non menze en de cosa alguna e que
- 30- en ello ny en parte dello enbarga ni contradiccion alguna vos ne ponga ni consienta
- 31- poner y nuestra merced y mandamos que todas las cartas y escripturas ventas y poderes
- 32- obligaciones testamentos e cobdicias e otras que [E] fueren autos judiciales y extra

32. judiciales que pasaren e se otorgaron ante vos el dicho Alonso Hernandez de Anover
 33. En que fuese pax de edia mes e anno lugar; donde se otorgaren eficientes testigos que
 34. a ello fueren presentes e vuestro digno tal como este [signo] que vos damos
 35. de que es nuestra mercede e mandamos que usedes que no nefagan [signo] fee como cartas
 36. y escripturas firmadas e signadas de [el] escrivano e notario. publica de las di
 37. chas nuestros reinos e señorios pueden e deven valer e por evitor los perjuros fraudes
 38. costos e danos que de los contratos fechos con juramento e de las submisiones se hacen
 39. cuetelesamente se sigue mandamos que no sigues contratos fechos con juramento ni que se obli
 40. quen a buena fee e syn mal enganno ni por donde lego al que se someta a la jurisdiccion
 41. eclesiastica so pena que si lo signaredes por el mismo fecha ayais perdido e peridais el dicho officio
 42. de [el] escrivano e no seais mas nuestro escrivano ni useis mas el dicho officio so pena que si lo usareis
 43. donde e adelante seais a vde por falsario sin otra sentencia ny declaracion alguna que
 44. los unos ny los otros no faga desny fagan ende al por algund manera so pena de la
 45. nuestra merced E de diez myll maravedis para la nuestra camaradada en la villa de Madrid a veinte
 e ocho
 46. dias del mes de febrero de myll quinientos e quatroenta e seis años / yo el principe / yo Juan Vaz-
 47. quez de melina. Secretario de subcedarica e catolicas magestades la fize escribir
 48. por su mandado / el doctor aguirre / el doctor anaya / el doctor escudero / Licenciado mercado de
 49. penalarosa / el doctor ribera / Registrada - Martin de Vergara, Martin de Vergara por Chanciller.
 50. Es por el dicho Alonso de Anover fue pedida se lo guardase en esta nueva [E]spanna
 51. el titulo de [el] escrivano que es el do suse de que originalmente hizo presentacion y sobre
 52. dar el contenido. En el dia cierta y informacion por ante a lonso de so lorenzo escrivano
 53. y vista toda por los señores presidente [S], oidores de la audiencia Real de la nueva [E]spanna
 54. proveyeron un auto senalado con sus senales del tener siguiente
 Auto. 55. En la cibdad de Mexico en diez e dias del mes de julliade e myll e quinientos
 56. cinquenta e nueve años visto por los priores presidente e oidores de la
 57. audiencia real de la nueva [E]spanna la pedida por Alonso Hernandez de Anover escrivano
 58. en la ya formacion por el dada dixeron que devan e dieron licencia al dicho Alonso de Hernandez para
 59. que pueda ser e use el officio de [el] escrivano real de que de esta haga medes ter
 60. por su magestad con firme a e titulo que de ello tiene presentado e ansito lo mandaron a
 61. sentar por vos / e que se a vuelva el dicho titulo para ante mi / Antonio
 62. de Turcios

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The investigation of ancient Spanish in Mexico

Wang Kexin

Gratitude

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Abstract

The purpose of this thesis is to investigate the value, use and characteristics of the writing of Spanish that was used in the Mexican region dominated by the Viceroyalty of New Spain during the sixteenth century. The thesis will refer to an official document from the colonial period, considering the historical context and the premises in order to analyze the process of linguistic evolution. The incessant conquest and colonization carried out by Spain in Latin America had a great influence on the language of that continent. Our thesis will study the characteristics of sixteenth-century Spanish with the support of translation and analysis of the official document of that period, favoring a better understanding in Spanish.

Keywords: the sixteenth century, New Spain, Mexico, Spanish, evolution.

摘要

本文旨在研究在新西班牙总督殖民下十六世纪墨西哥地区所使用的西班牙语，研究该语言的语义、语法、语音以及其书写特点。本文的研究将参考殖民地时期的官方文件，并且结合当时的历史背景和墨西哥当地情况来研究西班牙语在这一地区的演变。西班牙在美洲大陆不断的征服和殖民对当地的语言产生了深远的影响，本文的研究将通过对十六世纪的官方文件的翻译，探究该时期西班牙语的特点，为墨西哥西班牙语的理解提供参考。

关键词：十六世纪；新西班牙；墨西哥；西班牙语；演变

1. Introduction

1.1 Presentation

Our thesis will delve into a 16th century document from the New Spain era. Of utmost importance to remember that the sixteenth century is a time when everyone was in a difficult situation. It is about the historical process of the development of Lutheranism and the counter-reformation with the Baroque culture that the Catholic Church undertook. At the same time, the conquest achieved by Hispanics in the New World, with the sword and the cross, completely changed the life of the Latin American continent where the church had a great influence on activities in social, political and religious terms, deteriorating the indigenous culture. From the first years of the conquest and colonization of the continent, the friars arrived with the conquerors, assuming the task of evangelizing the Indians. So the teaching of Castilian, Latin as well as Greek, the religious educational centers that we call the cultural invasion, took root. Christian religious influence in the territory mentioned.

In another part, the Spanish adventurers gave rise to a racial miscegenation from arriving in this continent. On the one hand, the great reduction in the population of tributary villages caused by the contagious disease known as smallpox in 1521 together with the loss of Moctezuma's royal authority led to the fall of the Mexicas in Mexico City-Tenochtitlan. On the other hand, the mestizaje between Spaniards and Indians, began to appear. Mestizo and mulatto population in favor of the expansion of the Spanish language. It is understandable that the indigenous people preferred the education of the Spanish language to their mestizo children, to whom they would be contributing to the new Hispano-American societies. So Spanish became the language of the growing mestizo population. As the result of the intense process of urbanization, the Spanish-American colonization has its

uniqueness, that its civilization is historically the product of a permanent miscegenation, both between peoples and between different cultures.

1.2 Objectives

The present thesis has the primary purpose of investigating the Spanish of the sixteenth century of Mexico through the transcription of the colonial document of the said era. Therefore, it is an attempt to find the different uses and values of Spanish that was used at that time from the points of view of grammar and linguistics. Thus, we will know the linguistic process of evolution in New Spain and at the end we will have knowledge of the general features of Spanish in the same region.

1.3 Justifications

In consideration of the historical context that we have mentioned above, we know that the period of New Spain constitutes an indispensable stretch of time for the formation of Mexico, in which Spanish replaced an immersed number of different languages in America, becoming the predominant from then until now. . So the subject of this investigation seems necessary and important to us. And we consider the documents left to us by the colonizers as foundations to learn sixteenth-century Spanish in Mexico and its process of linguistic evolution.

2. Analysis

As we have mentioned, the transcription of the documents of that period provides a modest contribution to our research of ancient Spanish, bringing us closer to the deep knowledge of lexicon, phonology and grammar.

The colonial documents are made by the Spanish crown or the church, important historical reflection due, that much of the documentation that was developed are trades of the Spanish Empire mainly aimed at a society that resulted in a Hispanic minority and services (Lynch, 2010, 30), public or personal, as this document, so we have a social and racial difference in the officials of the Spanish crown in the drafting of the clerk of the present office, which poses the problem difficult to understand its content. In addition, the lack of letters and words confuses the purpose of the writer.

Following the book of Mina Montes *Ejercicios de Paleografía*, we will identify the following document to know the writing of the Spanish of the XVI century.

Document Sheet 5

1546/01/28

MADRID [ESPAÑA] Real Provisión [Testimonio] expedido por el príncipe mediante, la cual se nombró escribano y notario público a Alonso Hernández de Hanover en la corte reinos y señoríos de España, el interesado presentó su nombramiento en la Audiencia de Nueva España y por Auto de la Audiencia de México [13 de julio de 1519] fue recibido como tal para dicho oficio.

Archivo General de la Nación, Reales Cédulas Duplicadas, vol., 7, exp. 25, fs., 143 v.-144r.

2.1 Transcription

Don Carlos por la muy divi (divina) clemencia Empor. (Emperador) Semper (Siempre) Augusto Rei de/1 alemania donna Juana. Su madre y el mismo por la misma gracia/2 y es de Castilla, de león, de aragon, de las dos Secilias, de Jerusalem de_nauarra, de gramada/3 de Toledo, de Ualencio, de galizia, de Mallorca, de Sevilla, de Cerdeña, de córdoba, de/4 córçega, de murçia, de Jaén,

de los algarues, de algecira, de Gibraltar, de las islas de/5 canaria[s] de las Yndias Ysla e tierra firme del mar océano condes de baycerona e de/6 flandes e de tirol etcétera por hacer bien y merced a vos Alonso hernandez de anover vecino de/7 la ciudad de Toledo. Acatando vuestro suficiencia e [h]abilidad e algunos servicios/8 nos haveis hecho y esperamos que nos hareis de aquí adelante tenemos por bien y es/9 nuestra merced es voluntad que ahora e de aquí adelante en toda vuestra vida seais nuestro escribano/10 e notorio público en la dicha nuestra corte y en todos los nuestros reinos sennorios e por esta mi/11 carta o por su traslado. Signado de [e]scribano publico encargamos al y Ilustrisimo príncipe/12 don Felipe nuestro muy caro e muy llamado nieto e hijo e mandamos a los infantes duques/13 perlados marqueses, condes, rricos [h]ombres, maestros delos ordenes priores, comendadores/14 e subcomendadores alcaides de los castillos e casas fuertes y llanas e a los del nuestro consejo/15 presidentes e oidores de las nuestras audiencias, alcaldes, alguziles de la nuestra casa e corte/16 e chancillerías e a todos los corregidores asistente, gobernadores, alcaldes mayores/17 alcaldes ordinarios e Juez es justicias rregidores, cavalleros, escuderos e oficiales/18 hombres buenos de todas las cibdades villas e lugares destos nuestros reinos e sennorios /19 ansi de los que ahora son como a los que seran de aqui adelante que vos ayan e tengan por/20 nuestro escribano e notario publico e usen con uos en el dicho oficio y en todo lo a el con-/21

2.2 Diplomatic History and Lexicography

To detail this document we will start by the information of the type of document referred to in the technical description of the document:

The Royal Certificate:

It is a type of document issued by the king in colonial times, whose content is not very complicated. It is used to communicate between the king and the Indian

authorities. It is a way in which the king makes his government domain. It begins with the clause entitled: "I the king", "we the king to the queen". We can classify the Royal Certificate into two types, one was used during the XVI-XVII centuries, known specifically as a real cedula and another is the ministerial or reserved-path identification used in the eighteenth century.

The Real Provision:

It is the document that issued by the king. But it was ratified by the Council of the Indies, a viceroy or the Indian audiences. It has the character of the baroque of its form beginning with the name of the sovereign and its domains and titles.

So we are with documents related to New Spain (now Mexico) and belong to the viceregal administration and today are deposited in various files, such as the one we are analyzing that is located in the General Archive of the Nation in Mexico City .

In short, this analysis requires making colonial documents, in the process of explaining the type of document, such as diplomatic paleography, which we already mentioned, which is a Royal Provisional Certificate, and this original document is in the General Archive of the Nation in the field of Royal Deeds Duplicate.

2.3 Historical Context related to Document n. 5

Of great importance the historical contextualization of the document, because it takes us to the arrival of the printing press in Latin America and specifically to Mexico City, in the Spanish context of New Spain in the sixteenth century, which had ideological control in the Inquisition and only the Christian Bible, psalms, works of the doctors of the church, such as the City of God of St. Augustine, the books of Aristotle, the Ethics Nico maquea, etc., could be published in the printing press.

Then, there was a rejection of scientific knowledge and it was forbidden to publish in the printing works dedicated to astronomy, which were against the postulates of the Christian faith. What would be the scholastic philosophy immersed in the Baroque period, which is from the mid-sixteenth century to the mid-eighteenth century.

The Baroque is linked to the Counter Reformation, that its philosophical standard is scholastic, as God is the source of truth. Only a few mortals are revealed in the world and the intellectual level in those times are of the works of the doctors of the Church, San Agustín, Santo Tomas, Luis Suárez, which are arguments based on Aristotelian syllogisms and accepted by the Church. (Leonard, 1986). It refers to a historical process that took place in Europe, Hispanic America and Portuguesa, in the confines of the Hispanic world like the Philippines. Have to know:

The Church has the authority to dictate laws or norms that go against its established canons, prohibits the development of Newtonian science in its geographic areas "Italy", "Germany", France, Spain, Portugal and its overseas colonies, is the ecclesiastical power with the Inquisition against the intellectual freedom of the scientific community [...] in the world, (Espinosa, 2015: 127)

It is the domain of the church in the world and is reflected even in the printers of books, they can only publish works related to God, to avoid the penetration of ideas related to the European Protestant Reformation, which caused the separation of the church.

In addition, the church in the New World, as we discussed with its ideology, tried to avoid the arrival of a diversity of ideas apart from the Protestantism of the Reformation:

Considering that in the New World the defense of Catholicism was not to allow idolatry, witchcraft, sorcery, heresy, orthodoxy, is the time of the Reformation and

Counter-Reformation and the Church used the Inquisition, to prevent the arrival of these evils to the new lands conquered by the faith of the Catholic God. The European Inquisition is the defense of the faith against the heresy coming from the north of Europe by censoring and forbidding Catholics to read. (Espinosa, 2015: 129).

2.4 Explanation of the document

This document refers to the fact that the Royal Court grants Alonso Hernández de Hanover the position of public notary and notary in the kingdoms and manors of New Spain and Spain, for which the authorities of New Spain are notified. As a notary and notary, rights and powers are given. However, if he misuses the respective office, the viceregal authorities will dismiss him with a fine of 10 thousand maravedíes and will not allow him to exercise the respective profession. The said document is dated in Madrid, Spain, on January 28, 1546 and the document is authenticated in Mexico City on June 13, 1549, so they spent three years with their three months and fifteen days, so that Alonso Hernandez received the position. The original document is kept by the Royal Audience of New Spain. And this is the duplicate of the original by the authorities.

3. Research

3.1 Line 1

Already blended with document N. 5 we see the following:

As the documents we tried to interpret were from the 16th century when the Spanish language was imposed by European foreigners in Latin America, they are characterized by the bureaucracy of the Iberian crown. Therefore, the language

written in the documents we are dealing with is very different from the current one, which has many differences such as spelling, grammar, morphology, lexicography.

3.1.1 divi

In the first line, we will investigate three words. The first is divi, which is an incomplete word because of the lack of some letters according to the spelling of modern Spanish. In this case, we have to consider the historical context and the type of the document with the aim of finding the word corresponding to that of modern Spanish. As we have mentioned, this document serves as the vehicle of relationship between the king together with the Indian authorities, in it begins with the name of the king and a long list of his titles and domains, we complement the said word which we translate into divine that it is an adjective modifying Don Carlos with a sense of the occult.

If we look at the documents, not less frequently we discover that type of word that has the character very similar to that of the Spanish we currently use. The fact that the word is written in this way is due to the fact that in New Spain, the new language just arrived and was used by the Indian peoples. The regulations of the spelling of the language was not formed and generalized in the Latin American continent that was under foreign domination, where indigenous peoples were adopting the imposed policies, among which, the understanding of Spanish was one of the first challenges they faced.

3.1.2 The word Empor.

Next we have the word Empor., Which is the abbreviation of emperor.

In paleography, to interpret the abbreviation, the method we use is to decipher it letter by letter, discovering the similarities of letters of the same document, with which we can identify the word accurately. Then, on line 1 we can distinguish the

letters E, m, p, o, r; it is the identification of the mentioned abbreviation and with the previous studies of paleography it can be transcribed as Emperor. In this transformation from the old Spanish to the current one, what we are observing is different from our spelling since we write emperor, with a lowercase e but in the document with a capital E being also an abbreviation. It refers to phonology, we read [empera'ðor] instead of [em'por].

So you can read and transcribe the first line:

Don Carlos for the very clemency Empor. Semper Augusto Rei from Germany

As:

Don Carlos for the very divine clemency Emperor Semper Augustus King of Germany The abbreviation is the schematic representation of the written thought, expressed by the determining characters of the graphic word, inferring that this form of writing was born as a consequence of the habit generated by the repetition of the words of frequent use. (*Palaeografía*, 1981: 44). In this sense, the appearance of the acronym Empor. It is the result of the style of writing of the scribes, which appeared by the habit of speaking and writing of people, revealing the thought of the historical era

3.1.3 The word Semper

The investigation of the word Semper gives us as a result of the analysis of the first line. We are before a document that speaks to us of Carlos V, king of Spain and Germany. The Augustus is a title of the Roman emperors as great conquerors of the European world, Middle East and North Africa. And we can understand the Semper with the knowledge of Latin, which is latinized and transcribed as Always. From the historical perspective, Spanish, as a section originated from the Latin

language, has many words with the Latin traces throughout the linguistic evolution. Phonetic regulations in the evolution from Latin to Spanish, reflect the corresponding changes in phonology, especially, are clear and regular in terms of vowels. One of the important regulations is the transformation of the vowel to the diphthong, from / e / ([e]) to / ie / ([jɛ] as in land → land) or from / o / ([o]) to / ue / ([uɛ] as in door → puer-ta). For that reason, to explain the word Semper, it also requires us to have studies of Latin language, to be able to read and transcribe the documents into modern Spanish as in this case or only the transcription. As we have done in pages above of the present work, in modern grammar we would be writing:

Don Carlos for the very divine clemency Emperor Always August King of Germany.

3.1.4 Reflection

We finish this part by reflecting that the study of the ancient Spanish of the XVI century, for which, the historical context has the indispensable role. In this particular case of the first line of document n. 5, with the help of the paleography that studies the "ancient writing", we summarize that the writing in a certain sense, whose style was determined by the scribes, who had the position as the communication link between the court and the institutions. On the other hand, the lack of spelling is one of the most notorious characteristics in the document, which is revealed in the analysis straightened to the words divi and Empor. And the relationship between Latin and Spanish is a relevant factor that helps us get ahead in the study of the aforementioned line.

3.2 Line 13

3.2.1 The word don

In order to identify what the gift means in this colonial document, it is necessary to take into account the historical context. The first historical figure that we indicate is the King of Spain, Felipe II, from January 16, 1556 - September 13, 1598, also is sovereign of the mother country, also it was of Portugal, Naples, Sicily, Sardinia, Countries Bajos, Sardinia, Duke of Milan, King of England and Ireland, iure uxoris.

The Spanish Empire grew significantly looking for raw materials for exploitation with Felipe II and his Armada Invincible. They were dominating the Atlantic, the Pacific Ocean and the Brazilian colony of Latin America. Meanwhile, the Philippines were founded in honor of its name. Even more, he had an important trade with Japan, China, for what was the growth and strength of the vast Spanish empire.

Felipe II had the contribution of unifying the real dominion of Spain and Portugal from 1580 to 1640. Likewise, America reached an unprecedented flourishing by supporting the trade in African trade in the entire American continent. In addition to this, the extensive development of sugar cane cultivation gave the start to the foundation of sugar estates. The natural resources in Brazil were attractive to European outsiders. Sugar, abundant in Brazil, was exported to Europe, which leads it to develop the economy while stimulating trafficking in black slavery. And the great gold reserves that this region of the New World possessed, that turned this zone into a place called as Mina Gerais.

Then, we conclude that formerly, the word gift was reserved for certain upper class people in society, which in the first line and the present document, indicates the king, which we stop using today. In modern Spanish, the gift has many meanings, among which, the use is preserved as a treatment of respect, which in many cases has the meaning of sir when we put it before masculine names.

3.2.2 The letter ñ

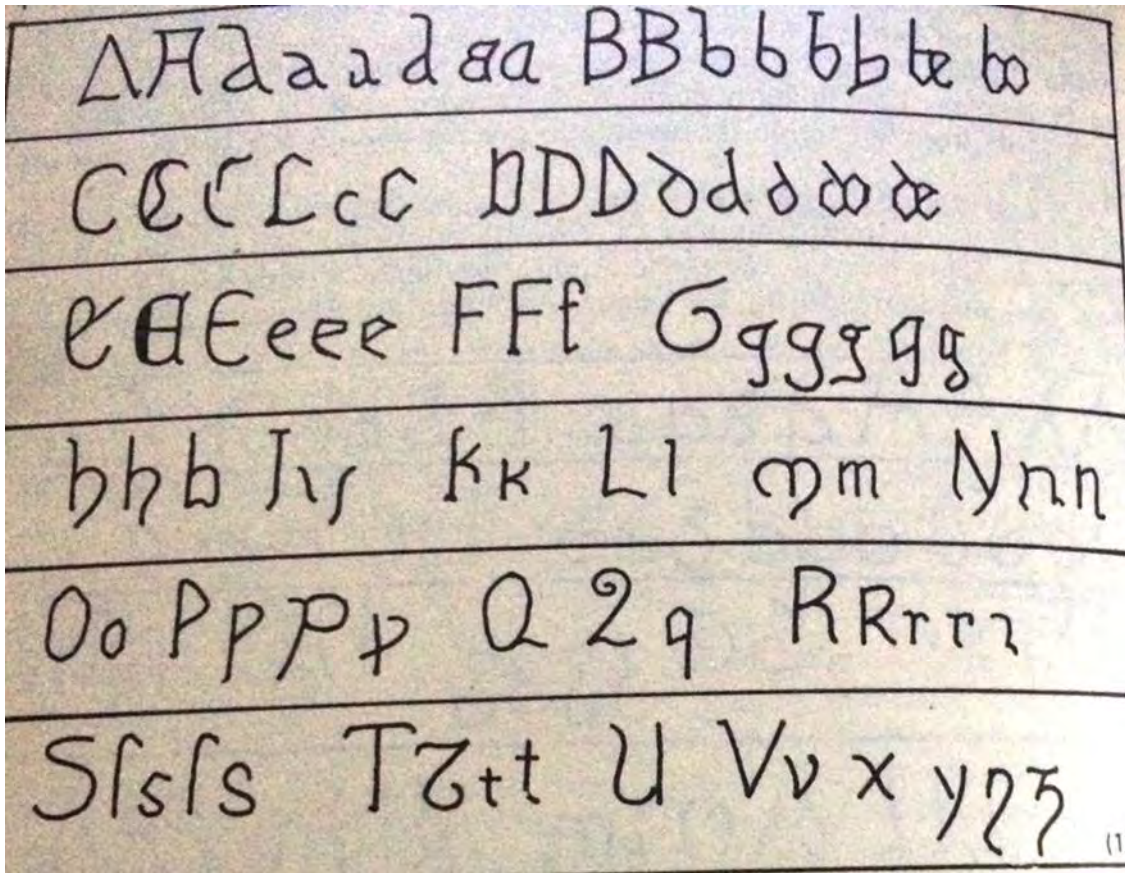
When we interpret document 5, it is very difficult for us to identify the λ, leading us to think about the reason why this form of writing existed. It looks like the A of the Greek alphabet, which is known as alpha (α). The capital letters that in all the traces, both essential and accidental, are contained within the box of the line, formed by two parallel lines. For a long time these were the only ones that were used to write Greek and Latin. Example:

λ B L M F P

The first letter is the capital letter of the Greek alphabet. (*Introducción a la Paleografía*, 1981: 29).

These letters have an evolution between the fourth and fifth centuries, giving a pattern to a Latin writing cycle, this type of letter is therefore: This letter becomes the personal type of documentary writing that develops spontaneously and in harmony with the facilities given by the material. It belongs to a time when Latin documents proliferate. The Greek and Latin scriptures are used simultaneously. (*Introducción a la Paleografía*, 1981: 31).

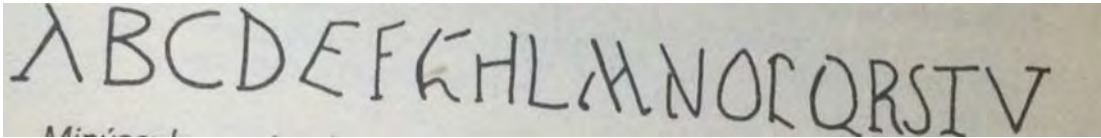
Later on, in line 13 that we are analyzing, we see that the writing of the a is evolved, that it has the different style among Λ, the capital letter of the Greek, and that of the Castilian, they are known as Uncial writing, characterized by rounded strokes and inclined. It is a mixed capital script, not due to the development of any previous writing of the same type or construction. It is composed of typically uncial letters and capital and minuscule letters. (*Introducción a la Paleografía*, 1981: 32).



Alphabet with type of letters to the humanistic period fifteenth century
(Introducción a la Paleografía, 1981: 35)

If we study these sixteenth-century words letter by letter, they are different letters that are characterized by small round letters, relevant to the legacy of the Renaissance. That is what we call the humanistic writing that was introduced by Spain through the influence of Italy.

We compare our letters analyzed with those of the humanistic period as illustrated in the image above. The two types are similar in form, except the letter λ . This variety evolved in writing, lack of orthographic regulation as we mentioned above, whose cause is related to many factors. Although we have carried out a detailed investigation of the document, they do not give us a convincing explanation to make the cause clear, which is so complicated that an expert in paleography can explain it.



Alphabet with cursive capital letters (*Introducción a la Paleografía*, 1981: 21)

Subsequently, we discover the letter λ in this alphabet with capital letters, which has its origin in the Greek alphabet. In the Greek alphabet when you start with a capital vowel you put a symbol known as spirit ('), an example is: $\text{\textcircled{A}}\text{\textcircled{\iota}}\text{\textcircled{\delta}}\text{\textcircled{\eta}}\text{\textcircled{\zeta}}$, which translated into Spanish means Idis, (Penagos, 1972, 8). With respect to the line analyzed in which $\lambda\eta\alpha\alpha\alpha$ does not appear the spirit ('), so our Spanish scribe of the sixteenth century, only took the capital letter λ , the alpha.

The Jesuits dictated courses of various areas of knowledge such as metaphysics, physics, logic, and also the Jesuit scholars with their vast erudition before their students taught various authors, from the Greek classics, from the medieval period, to their seventeenth-century contemporaries, Discards Or even Aristotle himself, Francisco Suarez and Santo Tomas de Aquino, with which his courses have a broad mastery of letters, philosophy and classical languages such as Latin and Greek. (Bravo, 1964: 69-82)

Therefore, we deduce that the sixteenth century scribes know these letters was possibly because they accepted the education of the Jesuits. Important to remember that, the XVI -XVIII centuries were when the Renaissance was developed, this writing had relevance in all aspects related to arts, culture, science, etc.

According to a study of the past of the different Latin and Greek alphabets, we can determine that our sixteenth-century scribes from New Spain knew a diversity of letters and languages in a complexity, that scores are not respected and there are no rules orthographic They made a difference of this vowel in the way they wrote it,

it looks like the capital A of the Greek alphabet. A cause behind that is that Latin, which was influenced by humanistic studies at the end of the 15th century, adjusted the spelling and pronunciation to the Latin examples, as it is said that

The sixteenth and seventeenth centuries have great orthographic confusion, as educated people sought the approach of the graphic representation of living speech and that of the Latin models. (*Introducción a la Paleografía*, 1981: 70).

And since it is the mother language of Castilian, it must be the model that started the rules to be established in Spanish at that time.

3.2.3 Language writing

After deciphering the letter λ that is a variety of the A in the course of linguistic evolution, we return to line 13 and follow our research on the differences compared to the current Spanish.

| | |
|---------------|----------------|
| λ → A | d → d |
| η → m | z → l |
| α → a | s → s |

We observe that in the table we have "orthographic signs" different from our current Spanish vocabulary. As we have mentioned, they have evolved and the spelling of the sixteenth century is very different from ours today. For the following, in the construction of the sentence:

Don Felipe our very expensive and $\lambda\eta\alpha\text{d}\alpha$ grandson and son and we send λ z os infants

In modern grammar we would be writing:

Our King Philip II

Or with another modern vocabulary:

King Felipe II, monarch of the Spanish Empire

Then this phrase would be

Our king Felipe II very expensive and beloved grandson and son and we send the infants

In terms of phonology, the word $\lambda\eta\alpha\delta\omicron$, is a phonetic unit so we have a λ , of the Greek alphabet, two vowels, α and \omicron , then two consonants η and δ . We have two different letters, that their sounds are equal and differences in the writing of sixteenth-century Spanish; in the Spanish language the vowels, a , e , i , o , u , function as centers of the syllable, (Moreno, 1973a: 15). So we pronounce the word $\lambda\eta\alpha\delta\omicron$ as [a'maðo].

3.2.4 Reflection

We finish the investigation of line 13 combining the historical context, in which we highlight the analysis of the word $\delta\omicron$ n and the letter λ . In the first place, the interpretation of words in the colonial document does not allow us to put the meaning we simply suppose. In the case of the gift, to our reach of acquired knowledge of modern Spanish, we undoubtedly translate it into the word δ ir. Without the historical funds, it would make it difficult for us to research sixteenth-century Spanish. Later, to decipher the letter λ , we try to find the answer going back to the fifteenth century and the classical letters: Greek and Latin. What awakens us is in the evolved course, the linguistic variety of that language did not stop after reaching the New World.

3.3 Phonology

3.3.1 The phoneme / Θ /

The changes are notorious in the evolution of the words: consonants and vowels of the sixteenth century Castilian. (Moreno, 1973b: 13).

From the mid-fifteenth century, the phonological system of Castilian began to change thanks to the influence of literature, poetry and science. Equally worth mentioning is the effort made by Alfonso X, who had taken the great step in consolidating the phonological system. It refers to the achievements that the king acquired in the respect of legal, historical and scientific works. A relevant basis was established in the future centuries and in Latin American colonization. Specifically, in the first place, Alfonso X the Wise, emphasized in affirming the social position of relevance of his mother tongue, which was favorable for the syntactic development of Castilian, diffusing way of speech. In the second place, as a consequence of the monarchy held in Andalusia where Spanish and Muslim speakers lived, the Andalusian dialect of Castilian was born. As the gospel friars arrived with the first conquerors in Latin America, the impact generated by the dialects of Spanish in Spanish was manifested in the evolution of the language in the colonized territory.

In this historical context, the Alfonsí phonological regularity that was maintained until the end of the 15th century and the beginning of the 16th was the following:

Alfonsí phonological regularity table

| | |
|-------------------------------------|------------------------------------|
| <i>Five vowels:</i> | <i>a e i u o</i> |
| <i>Deaf phonemes:</i> | <i>p f t k ç š ts s</i> |
| <i>Orthographic correspondence:</i> | <i>p f t c/qu/k ch x ç f/s-/ss</i> |
| <i>Sound phonemes:</i> | <i>b - d g y ž dz z</i> |
| <i>Orthographic correspondence:</i> | <i>b/v/u - d g y gi/g/j z -s-</i> |
| <i>Nasal phonemes:</i> | <i>m n - - ñ</i> |
| <i>Orthographic correspondence:</i> | <i>m n - - ñ</i> |
| <i>Lateral phonemes:</i> | <i>l ll r rr</i> |
| <i>Orthographic correspondence:</i> | <i>l ll r- -rr-</i> |

(Luis Fernando Lara, 2013: 281)

Returning to our analyzed text, in the first place, the underlined words are galizia, Algezira, suficiençia, murçia and ofiçio, according to the illustrated table, <z> corresponds to the sonic phoneme / dz / and <ç> corresponds to the deaf phoneme / ts /. And on many occasions, <ç> before <e, i> is used. But today in modern Spanish, we use Galicia, Algeciras, sufficiency, Murcia, as well as trade, that all of them have the letter <c> with the phoneme / θ / instead of the <ç> and <z>. We investigated this difference with the phonological changes that appeared in the fifteenth century. From the middle of that century, there were phonemic confusions due to the need to differentiate phonemes from others, among which was the loss of occlusion in affricate phonemes, due to the relaxation of their articulation. (Luis Fernando Lara, 2013: 282)

In both Castillas deafening made / dz / <z> converge with / ts / <ç> in a deaf affricate, which then relaxed, lost the occlusion and moved forward to become interdental / θ / (the <c> and the <z> of the current Spanish Castilian), a phenomenon that extended to Toledo, Extremadura, Murcia and Jaén; (Luis Fernando Lara, 2013, 282)

So, we know that the confusion between / dz / (<z>) with / ts / (<ç>) did not disappear over time, but rather pushed the appearance of the phoneme / θ / (<c> and <z>) in the course of linguistic evolution. Currently, we know that in Mexico it does not have the distinction between the letters <cz> and the <s> in its linguistic system, which gives us the idea that phonological orthography in New Spain during the 16th century is conserved with the passing of so many years.

3.3.2 The phoneme / b /

Then, if we look at the words that we mark in italics (men, haveis, governors, cavalleros), we assume that in the times of New Spain, the was corresponding to / b / occlusive and the <v> corresponded to / b / fricative. The next point that has awakened our interest in analyzing is the word cibdades, which we have marked in blue in the text above. We translate it into cities according to a linguistic

phenomenon. In Spanish, the occlusive consonants tend to lose some of their characteristics when they are in an implosive position. As the voiced occlusive consonant / p /, it can be realized as [p] according to its original peculiarity. Or it will be pronounced as [b] for the conservation of the bilabial occlusion and the absence of the deaf character that distinguishes it. Then, not infrequently, it is pronounced [ˈoptimo] instead of [ˈoptimal] when it comes to saying the word optimal. This linguistic phenomenon also occurs in the consonant / b / in the similar case. We take the example of the word absurd [aβˈsurðo], that in some Spanish areas there were several pronunciations like [aiˈsurðo], [aɯˈsurðo] and [aˈsurðo]. It is a result caused by the intervention of vocalization and elision in the course of linguistic evolution. It is because of the vocalization of the that it transforms city to city. We have a good number of words as examples: debda> debt; cobdo> elbow, etc. The same happens in the word absurd, we have the transformation of demand to errand by elision. To this day, in some Latin American areas, many people say [aˈsoluðo] (absolute) without realizing the elision of [b].

Later, the linguistic phenomenon, the elision, helps us to identify another word that we put in blue: objects. The vowel with which the word ends is combined with the next word that starts with the same vowel. For example: from the by, to the to, the, etc. Then, we interpret these in these. Although in this document there is only one example, in other documents of the sixteenth century of New Spain, this type of elision is very common as this. But now we know that only the use of al and of the one according to the normativity of modern Spanish is allowed. This process of the loss of some characteristics is usually considered included in the norm of Spanish variants. Even the variant forms of colloquial speech and dialects are documented other changes further away from the formal norm.

3.3.3 The orthographic variety of words

For added, the words like donna (doña), sennorios (señorío), rricos (rich), show us the orthographic variety of the consonants. Although he had so much instability of

Spanish phonology in New Spain, the effort in the normative improvement of Spanish that Nebrija did had a significant role. Nebrija, an indispensable character of the time with respect to Castilian and Latin, created the first grammar system of a modern European language. Latin-Spanish Dictionary and Spanish-Latin Vocabulary, which were his eminent works for the understanding of Latin articles, served as models of many dictionaries of Spanish or indigenous languages published in America since the mid-sixteenth century. Another contribution more well-known is the Grammar of the Castilian language that was published a few months before the arrival of Christopher Columbus in the New World. There was a great impulse in the consolidation of Castilian in the empire after Alfonso the Wise affirmed the importance of the understanding of the same language. Apart from that, the writer contributed rules to the writing that were preserved some spellings from Greek, although they vanished through linguistic development. And this completes our analysis of the λ that we have investigated in the previous part.

3.3.4 Reflection

Consequently, we observe that these changes manifested in the text give us an explanation of the formation of dialects in Latin America, and the process of the phonological transformation of words. On the one hand, he realizes that some changes are corresponding to the demands of the human being with the objective of offering more convenience in speaking the language. On the other hand, despite the fact that fluctuation is inevitable, we know that writing is a way of knowing both the sixteenth-century Spanish alphabet in Mexico and the phonology of that language. Some of the varieties in this respect are preserved, which give rise to the modern dialects of Spanish.

4. Conclusions

The investigation of sixteenth-century Mexican Spanish is necessary for students who want to dedicate themselves to the study of the said language or the Latin American area. In this thesis, we have carried out the analysis based on a document from the New Spain era. Through this research, the fruit that we achieve comes to characterize ancient Spanish in Mexico in the following aspects:

In the lexical field, some letters that used them during colonial times were those of the Latin language, in consequence of which the scribes accepted the education of the Jesuits. And people kept some Latin words without any adaptation as we have analyzed the word *Semper*. All this, in a certain sense, was determined by the historical context. It is worth mentioning that as linguistic evolution progresses, the meaning of words is incessantly changed. In this sense, the lack of letters within words reflected in this aspect gives us a good perspective to investigate the evolved process of the language mentioned in said territory. The identification to the referred one must also contain the type of the text analyzed with the linguistic and historical context.

Speaking of phonology, formerly some professors held the opinion that the writing did not reflect the pronunciation of the language. But according to the result of our analysis, we believe that documents written in ancient Spanish are good witnesses that indirectly show us the phonology of words that were used in the sixteenth century. In any case, we discovered that the phonological changes that occurred at that time did not alter the phonological system but caused linguistic variations, with which they come to produce dialects of Spanish in the great geographical area.

Last but not least, one of the most salient features that we have frequently mentioned in our thesis is the problem of spelling. Their variation had its own traditions developed as the centuries passed, in which a formal normativity was not

founded but implicit rules that were formed little by little by the habit of speech. It is from the time of Alfonso the Wise when the Spanish system began to be consolidated with respect to the feel, which is essential for linguistic evolution.

In our thesis has been carried out the analysis of some linguistic doubts of the Mexican colonial document that has taken a step to the study of the ancient Mexican Spanish. But the knowledge of the said language of that time we have much to understand and investigate. We hope that this thesis is useful for future studies dedicated to the same topic or any other about it.

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