

**STUDIES IN ENGLISH  
FOR  
EVENING SCHOOLS**

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Studies in English for Evening Schools by William Estabrook Chancellor

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**WILLIAM ESTABROOK CHANCELLOR**

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## EVENING SCHOOLS

BY

WILLIAM ESTABROOK CHANCELLOR

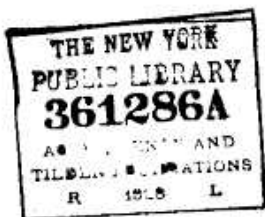
AUTHOR OF "READING AND LANGUAGE LESSONS FOR EVENING  
SCHOOLS;" "HISTORY AND CIVIL GOVERNMENT OF  
THE UNITED STATES FOR EVENING SCHOOLS;"  
"ARITHMETIC FOR EVENING SCHOOLS;"  
AND "STANDARD SHORT COURSE  
FOR EVENING SCHOOLS"



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ENJOY WITH  
OLIVER  
YRAGLI

## PREFACE

THE present text, with its revisions of and additions to the former editions, is the outcome of twenty-five years' experience in teaching in and supervising the evening schools of several American cities, including New York, Paterson, and Washington. The serious and mature views of life taken by evening school students, who are workers in the world of affairs, dictate methods as well as materials quite different from those suitable for day school pupils. The extensive use of the several texts of this evening school series shows that it meets a definite need.

In the preparation of the original edition, the author had the assistance of various educators, including city superintendents, supervisors, principals, and teachers, among whom should be especially mentioned Superintendent Frederic N. Brown of the Verona, N. J., Public Schools. In this edition, the author has incorporated suggestions from many teachers who have used the book in evening school classes.

W. E. C.

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## HOW TO USE THIS BOOK

IN evening schools, no two classes are alike; but they differ mostly in respect to three general matters. First, they may be large or small. Second, they may contain students of two or more languages. Third, they may or may not be graded as to age, some containing persons well along in years. In consequence, the plan here outlined cannot fit every class exactly. It assumes that all the pupils have completed in the day schools at least the fourth or fifth grade, and know at least as much of English reading as is presented in the author's "Reading and Language Lessons for Evening Schools" in the same series with this text.

The first suggestion for every evening school class in every subject is to get the students to work. When a teacher does not know beforehand how much the students can do, the safe course is to give a lesson that is too hard and so to try the students out. Easy lessons discourage attendance.

The second suggestion is to keep every student continually at work.

Many pages of lessons in the book are especially prepared for this purpose. They may be studied and reviewed again and again. Note pages 6, 7, 8, 9, 10, 11, 13, 14 as examples.

The third suggestion is to keep the composition work, from the simplest beginning, in constant and steady alternation with the language work.

For an average city class of fair size and not composed of the youngest evening school students, the following plan is recommended for one year's work.

### I

Turn to page 7. Talk over the first six or seven sentences, explaining any geographical difficulties.

Read and study page 5.

Require some students to go to the blackboard and write out the first six sentences on page 7, adding what kind each is, while the rest of the students do the same at their desks.

Discuss all this work when performed by the students.

Complete the lesson by similarly examining upon page 7 sentences 7 to 25 for geographical difficulties.

NOTE. — Clear thought is based upon exact knowledge, and is required for all oral and written English.

### II

Review page 7 in full.

Review page 5, adding the four lines upon page 6.

Turn to page 8. Talk over the first section of the page — to Section II.

Practice writing upon the blackboard and at the desks declarative sentences as suggested upon these pages.

Take up pages 115 and 116 and discover which are the declarative sentences.

Close the lesson with spelling and dictation, using Section IV, page 8.

### III

Begin with an oral study and discussion of punctuation; see page 6 and page 8, Section II. The condition of the

class will control the amount of time requisite here. It is well, however, to remember that in English the all-important marks are the period at the end of the sentence and the capital at its beginning and for every proper name.

**NOTE.**— Students who know German and certain other European languages have difficulty here.

Return to page 8 and practice writing interrogative sentences.

Again, take up pages 115 and 116 and discover which are the interrogative sentences.

The class should now be at the point where memorizing may profitably begin. Try the stanza at the bottom of page 26; or, if the class prefers, that upon page 88.

#### IV

The teacher will now know fairly well the general condition of the class in respect to spelling and to handwriting, and will proceed according to this knowledge. Most classes require ten to fifteen minutes' daily study of and drill upon spelling. The number of advance words should be small, — not over five. The class may be tested orally with the words at the bottom of page 6; with the various words on page 8; and with the words in the first column of page 111.

**NOTE.**— Spelling lessons in evening school should be upon the words actually used in the English and other lessons of the same dates.

All students of English seem to have difficulty in discriminating between imperative and exclamatory sentences; and many have difficulty in distinguishing interrogative and exclamatory sentences.