

# **SHORT STUDIES IN ENGLISH**

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Short Studies in English by A. S. Barnes & Co.

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**A. S. BARNES & CO.**

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IN ENGLISH**



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Illustrated

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# PREFACE

TEACHERS who believe that pupils should learn to express their thoughts with ease and rapidity, either orally or in writing, will heartily welcome this little volume.

Accustomed to the listless iteration of grammatical nomenclature, a great surprise awaits the teacher who faithfully tries to carry out the author's methods as here developed.

Nothing delights a pupil more than to be able to apply principles already learned, and when the successive steps are so gradual that he passes from one to another without difficulty, his delight is doubled.

Many a bright boy completes the course in our public schools, thoroughly familiar with all the technical details of the subject of grammar, but woefully deficient in ability to express his thoughts.

Believing that pupils ought to be able to apply the principles of any science as fast as learned, this volume aims to furnish the largest possible amount of work for the pupils' hands and eyes, and to prevent the committing to memory of abstract facts without knowing the reasons therefor.

The active, restless mind of the young pupil must be kept occupied; and if, in addition to such mental activity, the hands and eyes are kept employed, intellectual development is assured.

## PREFACE.

It will be simply impossible for the pupil to go through Part One of this book, in the manner intended, without learning the use of Capitals, Punctuation, something of the structure of the English Sentence, and Letter-writing.

Each Language Exercise should be specially used to develop the principle learned in the previous section. No teacher will attempt to teach every thing pertaining to a written exercise in one lesson; but will first develop the subject matter of the lesson, and, incidentally, that of all previous lessons. In this way, each exercise will be a constant daily review of all matter previously learned.

Teachers are earnestly requested to carry out the ideas of the author by having all work done as directed. It will avail but little to go over the book, committing definitions, without applying the principles.

Vary the exercises by using the slate, paper, or blackboard; also by supplying other exercises similar to those given in the book.

Use pictures from other books, magazines, or papers, to give new thoughts and ideas. The ability to vary an exercise is a great accomplishment in a teacher.

The perceptive faculties of the mind must be stimulated and thoughts engendered, before facility of expression can be expected.

PART I.



1. NAME-WORDS.

What is the little girl holding in her lap?

What has the kitten around its neck?

In what is the little girl sitting?

*You may write the words **kitten**, **ribbon**, and **chair**.*

Of what objects are these words the names?

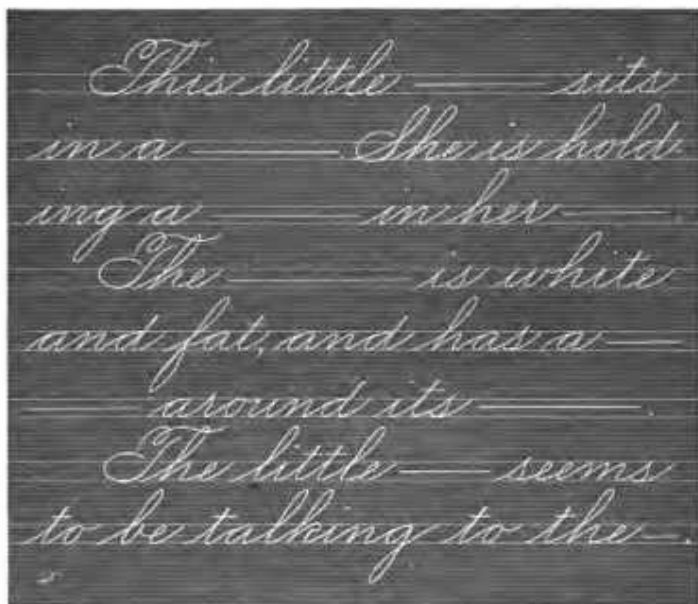
A word used as the name of an object is called a **name-word**.



How many **name-words** have you written?

*You may write the names of four objects, you saw this morning on your way to school.*

*You may copy the following groups of words, writing **name-words** in the vacant places:*



## 2. SENTENCES.

1. A bird is in a cage.      2. The bird is green.

How many words are in the first group?

How many words are in the second group?

What is told about the bird in the first group of words?

What is told in the second group of words?

**A group of words that tells something is called a sentence.**

## EXERCISE.

*You may write sentences about the following things :*

gold	birds	water	dresses
flags	silver	horses	feathers
stars	hoops	violets	chimneys

**Example.**—Flags are flying.

This is a **sentence**, because it is a group of words telling something about **flags**.

**Example.**—Chimneys are tall.

Why is this group of words a **sentence**?

*Read each of the other groups of words you have written, and tell why each is a **sentence**.*

*Notice the mark at the end of this sentence.*

A mark like this (.) at the end of a sentence is called a **period**.

1. Birds fly.

2. Horses run.

*Notice the kind of letter with which each of these sentences begins. It is called a **capital letter**.*

**Every sentence should begin with a capital letter.**

## 3. UNITING SENTENCES.

Chestnuts have prickly burs.

*Point out the name-words in the above sentence.*

Chestnuts have sweet kernels.

What other **name-word** have we used?

*We will now unite these sentences.*

Chestnuts have prickly burs and sweet kernels.

What **word** was used **to unite** these sentences?

What **words** did we **omit** in **writing** them?



## EXERCISE.

*In the same manner, you may unite the following sentences:*

Acorns grow on oak-trees.

Acorns have rough cups.

The cocoa-palm is a tall, slender tree.

The cocoa-palm bears from eighty to a hundred fruits in a season.

The eagle is a large, strong bird.

The eagle sometimes lives to be more than a hundred years old.

The lilac is a tree-like shrub.

The lilac bears long clusters of white, or purple, flowers.

