

**ENGLISH COMPOSITION;
ADAPTED TO THE WANTS OF
HIGH SCHOOLS, PREPARATORY
SCHOOLS, AND ACADEMIES**

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English Composition; Adapted to the Wants of High Schools, Preparatory Schools, and Academies by Alfred H. Welsh

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ALFRED H. WELSH

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ENGLISH COMPOSITION

ADAPTED TO THE WANTS OF

*HIGH SCHOOLS, PREPARATORY SCHOOLS,
AND ACADEMIES*

BY

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(OHIO STATE UNIVERSITY)

AUTHOR OF DEVELOPMENT OF ENGLISH LITERATURE AND LANGUAGE, ENGLISH
MASTERPIECE COURSE, ESSENTIALS OF ENGLISH, COMPLETE RHETORIC,
MAN AND HIS RELATIONS, ESSENTIALS OF GEOMETRY, PLANE
AND SPHERICAL TRIGONOMETRY, LESSONS IN ENGLISH
GRAMMAR, FIRST LESSONS IN ENGLISH

Children are not to be taught by rules, which will be always slipping out of their memories. What you think it necessary for them to do, settle in them by an indispensable practice.—*Locke*

The matter should in some way or other be supplied.—*Bain*

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JOHN WILSON AND SON, CAMBRIDGE

To my friend

DR. R. W. STEVENSON

SUPERINTENDENT OF COLUMBUS PUBLIC SCHOOLS

WHOSE YEARS OF SERVICE HAVE BEEN YEARS OF PROGRESS IN METHODS OF
INSTRUCTION AND OF HELPFULNESS TO THE CAUSE
OF POPULAR EDUCATION.

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PREFACE.

THIS book is a manual for school work ; a sequel to the ordinary text-books on grammar, and an introduction to the study of rhetoric proper. Its aim is to present, in simple and interesting form, a Graded Course in Composition, — a course that shall lead to a fair mastery of good English, the development of a critical literary taste, habits of systematic investigation, and the power of expressing a *train of thought* in appropriate language.

An effort has been made to have each chapter naturally and logically connected with what precedes and with what follows it. One thing is taught at a time ; every subject is fully explained and illustrated ; and what is learned is at once applied.

The Exercises, which are carefully graduated, are numerous and various. Some of them are intended to prevent the pupil from falling into slovenly and inaccurate writing ; to familiarize him with standard usage, and at the same time test his ability to employ in practice the principles upon which that usage depends ; others, to cultivate facility of expression ; and many, to supply a drill in the several kinds of discourse, —

Descriptive, Narrative, and Discursive. The latter, as a rule, are in skeleton form, and either furnish material or are accompanied by reference lists.

Paraphrasing, Reproduction from Memory, Classification of Thoughts, Topical Analysis, and Summarizing, as here presented, will afford, it is believed, an invaluable discipline. It is hoped, also, that the treatment of Punctuation will be found to be clear and practical.

As, in the cases of a very large number of pupils, no higher skill in Composition will ever be required than ability to write a letter properly, it has not been forgotten that one of the great objects of instruction is to make good letter-writers.

The training in Versification can scarcely fail to be of important service in cultivating the ear, in improving the taste, and in strengthening the essay powers of pupils.

The treatment, throughout, is *constructive*; the learner being viewed at every step as the prospective *maker* of literature.

The cordial acknowledgments of the author are due to the works of Meiklejohn, Dalglish, Armstrong, Hiley, Reid, Monfries, Murison, Brewer, Laurie, Isbister, Leitch, Bardeen, Southworth, and Goddard.

ALFRED H. WELSH.

COLUMBUS, OHIO,
August 25, 1883.

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