FIRST LESSONS IN ENGLISH

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ALFRED H. WELSH

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BY

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ENGLISH MASTERPIECE COURSE, ESSENTIALS OF ENGLISH,
COMPLETE RHETORIC, MAN AND HIS RELATIONS,
ESSENTIALS OF GEOMETRY, PLANE AND
SPHERICAL TRIGONOMETRY, LESSONS
IN ENGLISH GRAMMAR

'Telling, cramming, needless explanations, and rote-learning enfeeble the powers of a child, stifle his enthusiasm, and prevent him from learning how to learn'

CHICAGO
JOHN C. BUCKBEE AND COMPANY
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John Wilson and Son, Cambridge.

Inscribed

to

E. L. C.

'There be those who now beside
The waters that in silence glide,
Trusting no echo will declare
Whose footsteps ever wandered there.'

PREFACE.

THIS book, as its title implies, is written for children. Accordingly, the whole discussion proceeds along the line of evolution. Facts are adduced and amply illustrated before principles are stated; ideas are developed before terms are given. The child is made to perceive before he is asked to remember, and to reason before he is required to generalize.

Starting with a *thought* as the unit, the pupil is familiarized with the form and structure of the sentence, its subject and its predicate; with oral and pictorial analysis; with the offices of the noun, the pronoun, the adjective, the verb, the adverb, the preposition, the conjunction, the interjection; then with the subdivisions of the parts of speech, with the processes of inflection, and, finally, with the laws of construction.

Only one topic is presented at a time. No new difficulty is introduced until the one in hand is fully mastered. Invention is taxed con-

stantly. Memorization is reduced to a minimum. Needed definitions are brought forward only after the ground they cover has been occupied by examples and questions, which are immediately followed by copious and varied exercises to clinch what has been learned.

To prevent pupils from becoming the slaves of *form*, stress is at every point put upon the meaning; and due attention is bestowed, throughout the volume, upon the transmutation of words (words variously used).

Capital letters and punctuation are taught incidentally, in connection with language-study as it progresses.

In the belief that the principles of a science should be applied as fast as learned, it has been sought to furnish for the pupil's hands and eyes the largest possible amount and variety of work, much of which will be found to afford a valuable training for the mental powers, and in the art of expression.

A. H. W.

Columbus, Ohio,
May 28, 1888.

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