

**THEME-BOOK IN
ENGLISH
COMPOSITION**

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Theme-Book in English Composition by Alfred M. Hitchcock

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ALFRED M. HITCHCOCK

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COMPOSITION**

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BY

ALFRED M. HITCHCOCK
HARTFORD PUBLIC HIGH SCHOOL



NEW YORK
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1916

PREFACE

THIS little volume owes its existence to a card catalog of composition subjects which has been growing through many years. Not a few of the topics have been suggested by pupils and still others by fellow teachers. I am indebted especially to my associate Miss Mercy Brann. It has occurred to me that if carefully grouped the tasks could be made to form a progressive course of some value, and this I have tried to do.

Five things have been kept in mind. First, a pupil writes with greater ease and pleasure if permitted, within reasonable limits, to select his own subjects. Second, oral composition, though no adequate substitute for written work, nevertheless furnishes profitable drill and does not call for weary hours of correction. Third, far too little attention is paid to the mental processes preceding final expression. In every year of the course, I think, many essays should be planned, some by the individual pupil and some by the entire class in co-operation with the instructor, which may never be written,—this to accustom the mind to methodical composing. Fourth, because of its very nature English should be closely correlated

with other branches, subjects being chosen freely from science, history, literature, and kindred studies. This is especially true in these days of many electives, when frequently the pupil's greatest interest lies not in the things he does at home but in some study pursued in school. We have followed too long the ancient assumption that whatever has to do with instruction is necessarily distasteful to youth. Fifth, a text-book should not be so planned that it leaves the instructor hampered by a fast-bound sequence, nor should it so anticipate all that he would naturally wish to say to his classes that little remains save the trying work of correction.

The customary question remains to be answered: For what year in the high school course are these exercises designed? They are designed for all years. Few of the tasks are too simple for the most learned senior, though from upper classes should be expected a high degree of excellence. On the other hand, nearly every group contains exercises none too difficult for first year pupils. For convenience, the old sequence of narration, exposition, description, and argument has been adopted; yet it is pretty well agreed that it is best to give in each year of the course tasks involving all four forms. And so far as was practicable, the exercises in each group have been arranged in the order of their difficulty. Yet after all, the book presents simply a collection of subjects; the task of planning a course appropriate for a given year remains, as

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it must and should, with the individual instructor. I have tried, it is true, to suggest a profitable sequence; but the skilled instructor, doubtless, will frequently depart from it.

A. M. H.

HARTFORD, CONN.
January, 1910

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is crucial for ensuring transparency and accountability in the organization's operations.

2. The second part of the document outlines the various methods and tools used to collect and analyze data. It highlights the need for consistent and reliable data collection processes to ensure the accuracy of the information used for decision-making.

3. The third part of the document describes the different types of reports and dashboards that are generated from the data. It explains how these tools provide valuable insights into the organization's performance and help identify areas for improvement.

4. The fourth part of the document discusses the challenges and risks associated with data management and analysis. It identifies common pitfalls and provides strategies to mitigate these risks, ensuring the integrity and security of the data.

5. The fifth part of the document concludes by summarizing the key findings and recommendations. It emphasizes the importance of ongoing monitoring and evaluation to ensure that the data-driven approach remains effective and relevant over time.

6. The sixth part of the document provides a detailed overview of the data collection and analysis process, including the specific steps and tools involved. This section is intended to serve as a practical guide for implementing the data-driven approach.

7. The seventh part of the document discusses the role of data in strategic planning and decision-making. It explains how data can be used to identify opportunities, assess risks, and make informed choices that align with the organization's long-term goals.

8. The eighth part of the document provides a final summary and conclusion, reiterating the importance of data-driven decision-making and the need for continuous improvement in the data management and analysis process.

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