

**COMPOSITION
BOOK BY GRADES;
FOURTH YEAR**

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Composition book by grades; Fourth year by William J. O'Shea & Andrew E. Eichmann

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BY GRADES
FOURTH YEAR

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PREFACE

Composition is an art, and, like other arts, it is studied best through the intelligent use of models, the purpose of the model being primarily to set the example and to put into operation the process of imitation. The method embodied in these books makes use of this psychological principle.

The models found herein lay stress on the different forms of language exercises—letters, narratives, descriptions, and expositions. Letter-writing, which is the most common and, at the same time, the most useful form of written expression, is introduced for the purpose of familiarizing pupils with good form, and giving practice in the proper use of capitals and punctuation. The other forms of composition have been selected for the purpose of developing the power of observation, and of encouraging pupils to describe events, objects, and processes in a clear, orderly, logical way. The topics selected for these different models are, on account of their attractiveness, calculated to arouse the interest of children.

This series of books aims to help the teacher by providing a systematic arrangement of subject matter, thus saving her the labor of searching for suitable

material and, at the same time, furnishing her pupils with methodical instruction.

While, at first sight, the plan followed in these books may appear somewhat rigid, it is, in fact, exceedingly flexible and allows abundant opportunity for the originality of the ambitious teacher. The plan does, however, lend itself best to three lessons of thirty minutes each, per week—the first, to be devoted to the study of the model and its reproduction in the pupils' own words; the second, generally to the preparation of an original composition, with incidental blackboard work, along the lines of the presented model; and the third, to a criticism of the pupils' original compositions and, if necessary, the writing of second copies, after corrections have been approved by the teacher.

In addition to a model, a supplementary oral drill is provided for nearly every week in the school term. Each drill is intended to increase the vocabulary of the pupils and to afford practice in using the correct word or phrase at the proper time—in short, to help prepare the way for the correct use of oral and written language,

FOURTH YEAR—FIRST HALF

Model: Easy Description

First Week

THE LOCOMOTIVE

The locomotive is a big engine run by steam power. The steam is made in the engine itself. The engine travels on wheels. The wheels roll along tracks. The locomotive sometimes pulls a long train of cars.

Imitation

THE TROLLEY CAR

The trolley car is a car run by electricity. The electricity is made in a power house and is sent to the car through the trolley wire. The trolley car runs on wheels like a railroad car. The wheels roll along tracks. Sometimes a trolley car is also a motor car. The motor car often pulls a long train of cars.

Composition Study

- I. a. Oral reading.
- b. Oral reading of illustration.
- c. Class-talk showing how the paragraph on "The Trolley Car" can be written from the model.

Composition Study (Continued) First Week

- II. a. Teacher and pupils together talk on new subject;
e. g. "The Automobile" or "The Bicycle."
b. Pupils write short composition.
- III. a. Some compositions read.
b. Correction by pupils with aid of teacher.
c. Poorly constructed compositions rewritten after revision.

Note.—Between the second and third periods, the teacher should familiarize herself with the errors made by the pupils, and should, with respect to a part of her class at least, indicate in the margin of each composition corrected, the errors found. The children should then, under her guidance, correct their own mistakes—one kind at a time. This method is sometimes varied by allowing pupils to exchange compositions, to discover one another's mistakes, and to correct them under the guidance of the teacher. Common errors should receive special attention in the corrections and also in the oral language work of the class.

Pupils should be formed into two or three groups according to the size and the grading of the class, and the group most in need of assistance should each week, in addition to the general class instruction, receive special and individual help from the teacher.

If the pupil's first draft is satisfactory, a second draft should not be asked for.

Pupils should not be permitted to recopy errors made in original compositions.