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5 LEPANTO GRAMMAR

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Preface

IMPRIMI POTEST: Mother Maria Pacis, I.H.M., *Mother General*, January 25, 1962. NIHIL OBSTAT: John B. Amberg, S.J., *Censor deputatus*, January 29, 1962. IMPRIMATUR: ✠ Albert Cardinal Meyer, *Archbishop of Chicago*, January 30, 1962.

It is no doubt true that the child grows toward maturity and independence of thought as he progresses through the grades; but this growth is not as a rule a sharp and sudden one, nor does the psychology of the child undergo any great change during his years in the elementary school. Methods, general objectives, and, certainly, the fundamental principles that underlie the work of the school remain the same from year to year. The need in every grade is to bring about pupil growth by making good use of the experiences of the child and by providing new and broader experiences.

A child can grow in school only if he is active. He must therefore do something with or about his experiences. The first and most obvious thing that he can do is to tell others of them. We encourage his desire to tell about his experiences. We wish him to express himself naturally and joyfully. If we make him feel that we and all the group discover a value in what he has to say, he will wish more and more to express himself well and successfully. We give him models of written expression that will make him sensitive to the beauty of word and phrase. We teach him to use certain methods and to observe certain rules; and

if they can feel that they have given him a seaworthy ship and started him on his way. To have done this much—even to have made a sincere attempt at doing it—is not a small thing in a day when for many children there is no sound vessel in which to sail, no known port of call, no provision for the journey, no compass, nor any stars visible through the ragged clouds by which to chart a course.

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TO
CHRIST THE KING
THROUGH
THE IMMACULATE HEART
OF MARY

PART ONE

CREATIVE ACTIVITIES



CHAPTER ONE The Flag

The flag is the symbol of our country. It stands for that mighty government which protects each and every one of us. Many writers have expressed their love and devotion for the flag of their country. Walter Taylor Field wrote the poem "Flag of the Free," in which he tells what his flag means to him. Does this poem help you to realize what the flag of your country should mean to you as a citizen?

FLAG OF THE FREE

By Walter Taylor Field

Look at the flag as it floats on high,
Streaming aloft in the clear, blue sky,
Rippling, leaping, tugging away,
Gay as the sunshine, bright as the day,
Throbbing with life, where the world may see—
Flag of our country, flag of the free!
What do we see in the flag on high,
That we bare our heads as it passes by,
That we thrill with pride, and our hearts beat fast,
And we cheer and cheer as the flag goes past—
The flag that waves for you and me—
Flag of our country, flag of the free?

We see in the flag a nation's might,
The pledge of a safeguard day and night,
Of a watchful eye and a powerful arm
That guard the nation's homes from harm,
Of a strong defense on land and sea—
Flag of our country, flag of the free!

We see in the flag a union grand,
 A brotherhood of heart and hand,
 A pledge of love and a stirring call
 To live our lives for the good of all—
 Helpful and just and true to thee,
 Flag of our country, flag of the free!

Flutter, dear flag, o'er the lands and the seas!
 Fling out your stars and your stripes to the breeze,
 Righting all wrongs, dispelling all fear,
 Guarding the land that we cherish so dear,
 And the God of our fathers, abiding with thee,
 Will bless you and trust you, O flag of the free!

1. Talking about Our Flag

Let us try to tell, in our own words, some experience that we have had with the flag. Do we salute the flag in our school? Have we ever carried the flag in a parade? Do we display the flag at our homes on national holidays? Have we ever seen our flag floating proudly at the head of a regiment or over an army camp?

Here is the talk that one fifth-grade boy gave about the flag of his country:

WHY WE SALUTE THE FLAG

Every boy and girl should know why we salute the flag. Our flag stands for our country. We show our respect for our nation by saluting the flag. Our own flag is known all over the world as the sign of a good and fair government. That is why we should always salute it proudly and reverently.

Speaking to the Class

When we tell a story to the pupils in our classroom, we are giving each one our gift of words. We are always

happy when giving a gift. Let us show by our manner that it gives us pleasure to appear before our classmates and that we hope they will like our gift.

RULES FOR SPEAKERS

1. When called on, come quickly to the front of the room. Show by your manner that you are eager to share your story.
2. Stand straight without being stiff.
3. Talk loud enough to be heard by everyone in the room. Use a friendly tone of voice.
4. Look at different people in the class so that each one will feel that you are talking to him.
5. Use correct grammar.
6. When you have finished speaking, pause for a moment before going back to your seat. The ending of your talk is important because the audience remembers what it sees and hears at the very last.

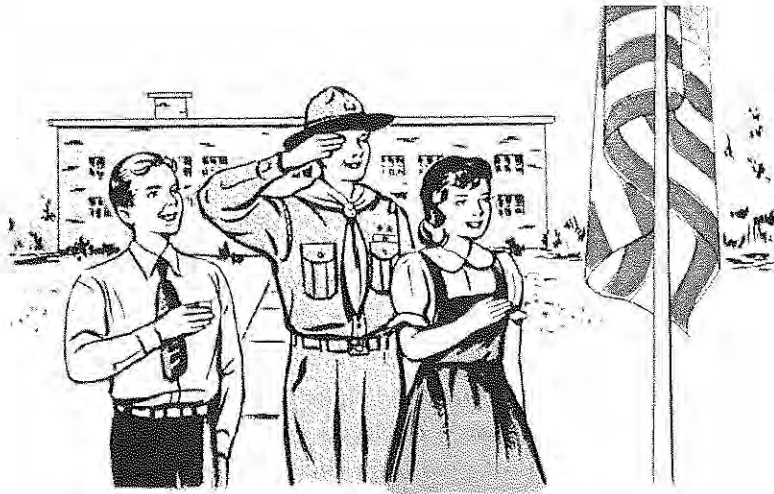
CLASS ASSIGNMENT

1. Practice all the rules for good speakers by reading the talk "Why We Salute the Flag" to your classmates.
2. Prepare a short talk on the flag. Tell about any one of the following in your talk:

1. What the various symbols signify	5. Carrying the flag in a parade on Labor Day
2. What the colors represent	6. Displaying the flag
3. Making the first flag	7. The flag at half-mast
4. Saluting the flag	8. Respect for the flag

Subject and Topic

The pupil who gave the talk "Why We Salute the Flag" spoke about one thing only—the reason for the salute



to the flag. Another pupil in the same class talked about the making of the first flag, and another talked about how the flag should be displayed. Each one spoke about the flag, but all the talks were different.

We say, then, that the flag is the *subject* of all the talks. The particular thing connected with the flag that each one explained is called the *topic*. When we are getting ready to give a talk, we usually think of the subject first. This, however, is too broad. We could say many things about the subject. We must limit our talk to some one thing about the subject—we must decide what our *topic* is to be.

On the next page is a list of subjects and topics. Notice how broad the subjects are. If someone told us that he was going to talk about any one of the subjects, we would wonder what part of the subject he intended to select. Each topic that belongs with a subject limits it to one thing. As soon as we read the topic, we can imagine what might be in the talk.

SUBJECT	TOPIC
Snow	When I shoveled snow
The circus	What I liked best at the circus
Trips	An unexpected ride in an airplane
Abraham Lincoln	Lincoln's kindness
Treasures	Our family album
Fishing	My first trout
School	An exciting moment at school
Races	A boat race I saw
Birthdays	A present I received
Cooking	When I cooked dinner
A young citizen	First duty of a young citizen
A day on the farm	Feeding the chickens
Movies	The picture I liked best.

CLASS ASSIGNMENT

In the following list either the subject or the topic has been omitted. Fill in the blank spaces :

SUBJECT	TOPIC
Prayer
.....	An exciting incident in a baseball game
.....	My first music lesson
Picnics
Sports
.....	A trick my dog does
Our city
.....	When our class gave a radio broadcast

2. Telling about Experiences

Since we are blessed with the freedom of speech, we wish to talk well before our fellow citizens and to be able to explain our ideals to them. We can obtain valuable practice in speaking before others in our own classroom.

What to Talk About

We can talk best about the things that we ourselves do or things that have happened to us. For the present, let us decide to talk about our own experiences.

Our first task will be to select a subject. Have you gone to any picnics or parties, or did you see an especially good motion picture? Did anything unusual happen on these occasions or was anything particularly pleasing to you? You may decide to talk about your birthday party, but you must limit that *subject* to something less broad. Pick out just one thing that took place at your birthday party and tell the class about it. Perhaps you played an interesting game at the party. This would be a good *topic* and one that you could tell to the class.

Courtesy to Others

Do not forget to listen courteously to the other pupils who talk to the class. We show appreciation for the efforts they make by being interested in their talks. Let our behavior say, "Thank you for your gift."



We must not be selfish and take up too much time for our own story. We should tell our story briefly, so that others may have their turn.

Planning the Talk

We should plan our talks before we come to class so that we will not have to hesitate and wonder what comes next. A plan helps us to tell the events in order. We call the plan an *outline*. It should contain the main points in the story. Here is the outline prepared by a fifth-grade pupil and the talk which she gave.

OUTLINE
A TREASURE HUNT

How it began

Where it led

What it revealed

THE TALK AS GIVEN
A TREASURE HUNT

My birthday yesterday began with a treasure hunt. When I came to the breakfast table, Father laughingly handed me a strange map. I puzzled over the queer marks for some time. Suddenly they became clear and off I raced to Mother's closet. What a surprise awaited me! There I found the prettiest pink dress I had ever seen.

We never memorize our talks, for we would not speak naturally if we did. If we are afraid we may forget what we wish to say, we may take the outline with us and refer to it when necessary.

IN PREPARING A TALK WE MUST:

1. *Select a subject*
2. *Limit the subject to one topic*
3. *Make an outline*

CLASS ASSIGNMENT

Prepare a talk on any of the following topics, using the outline given for each:

1. AN EXCITING ADVENTURE

When it occurred
What happened
The result

2. ICE SKATING

The place
The trial
Success or failure

3. KEEPING THE YARD CLEAN

When it is cleaned
Who cleans it
Pride in the result

4. A PICNIC

Who went
What happened
How it was enjoyed

5. BUILDING A BIRDHOUSE

By whom built
How put together
How it looks

6. HELPING MOTHER

When I help
What I do
How I am rewarded

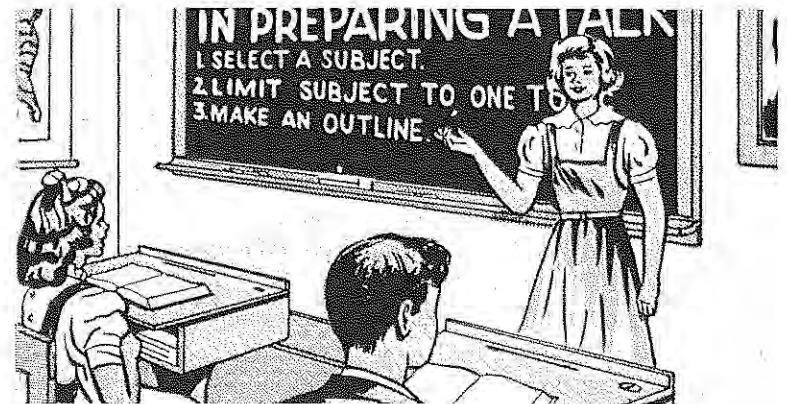
3. Other Talks

We do not always talk about our experiences. We may also talk about people we know, our pets, things we have seen, how to make something, the stories we have found in books, and so forth. Our classroom talks will be more interesting if each speaker selects his own subject.

Judging the Talks

After a pupil has given his talk, his classmates should tell what they liked about his talk and his manner. They might answer the following questions:

1. Did the speaker make you feel that he had something interesting to say as he walked to the front of the room?
2. Did he stand at ease?
3. Did he look at you while speaking?



4. Could he be heard in all parts of the room?
5. Did he keep to the topic?
6. What did you like about the talk? Point out some things that were well done and that the speaker should try to do in all his talks.

CLASS ASSIGNMENT

Select one of the following subjects, limit it to one topic, write an outline, and give your talk in class:

A baby	My favorite patriot	Saint Joseph
A robin	Roller skating	A kitten
Obeying laws	Posters	The circus
A fire	Our country	Hobbies

4. Group Discussions

In our country citizens often talk over their problems, each contributing his ideas to the discussion. This method is followed in the classroom too. The teacher will probably lead most of the class discussions. If she sees that some students do not talk freely, she may ask questions so that everyone in the room takes part in the discussions.



Dust in the corners /
 And dirt on the floor, \\
 Cobwebs / still clinging
 To window and door. //

Hey, \ my lad! / ho, \\
 my lad! //
 Nimble / and keen—/
 Here's your New Broom, \\
 my lad! /
 See you sweep clean. //

We should say this poem quickly and lightly, with a great deal of life.

We are not afraid of hard work—in fact, we are glad that there is work to be done. We try to show that spirit in the way we say the poem.

7. Chapter Challenge

Show that you understand what you have studied in this chapter by putting the correct words in the blank spaces in the following statements:

1. If a pupil talks to the class about the clowns in a circus, we say that the circus is his and that the topic is
2. We can talk best about things we or
3. A good way to plan a talk is to make an
4. If we wish to speak naturally, we should not our talks.

5. When a number of people talk together on a given topic, we call this

6. Two a club should have are a president and a secretary.

7. The two chief duties of the president are to and to

8. The secretary takes care of of the club.

9. When a club member wishes to suggest the name of a classmate for some office, he begins with the words "....."

10. When a member wishes to close or end the nominations, he says, "....."

11. If another member of the club agrees with a suggestion, he says, "....."

12. Reciting poems together is known as

13. "America for Me," by Henry Van Dyke, is a poem that inspires us with

14. The poem by reminds us of the work facing us at the beginning of the school year.