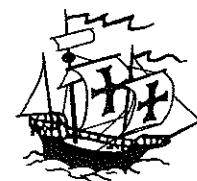


# 6

## LEPANTO GRAMMAR

by REVEREND PAUL E. CAMPBELL  
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## Preface

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

IMPRIMI POTEST: Mother Maria Pacis, I.H.M., *Mother General*, January 25, 1962.

NIHLI OBSTAT: John B. Amberg, S.J., *Censor deputatus*, January 29, 1962.

IMPRIMATUR: ✠ Albert Cardinal Meyer, *Archbishop of Chicago*, January 30, 1962

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teach him to use certain methods and to observe certain rules; and these he accepts because he finds that our methods and our rules are things that he can easily use or understand, and that they help him.

LEPANTO GRAMMAR endeavors, insofar as a textbook can accomplish such a purpose, to create a classroom atmosphere conducive to a group spirit rather than to a selfish and individualistic spirit. Every child is made to feel that the entire group is interested in what others have to say. He is taught to listen courteously and to criticize in a kindly and constructive manner.

It is also necessary to supply the child with new experiences. Schools can do this by means of motion pictures, excursions, and other similar activities. A textbook can do so only by encouraging the reading of books and by the models and exercises it contains. LEPANTO GRAMMAR studiously excludes from its model paragraphs and from the sentences in its exercises whatever is misanthropic, or destructive, or psychologically harmful. The world that it seeks to create for the child is a bright world, a happy world, a hopeful world, and a usefully busy world.

A child can tell of his experiences either orally or in written form. The authors accept it as a fundamental principle that oral expression should precede written expression. Expression, whether oral or written, should provide variety, stimulate the imagination, and inspire creative effort by taking different forms. Children can express themselves by telling the class of something they have read, by taking part in discussions, by

class dramatizations of things read in books, by imaginary broadcasts, telecasts, and telephone calls, by writing a paragraph or by writing a letter. It has been the aim of the authors to make use of every form of expression that has been found to be practical and appealing.

The authors believe very wholeheartedly in the child-centered school, but only if that term is properly understood. The child is necessarily the center of the school's activity, for everything that the school undertakes, every activity in which it engages, has for its immediate object the doing of something to or for the child; nor can the school afford to forget, in any of its planning, what the child needs to achieve and what the child is capable of achieving. The school should be child-centered in the sense that it accepts child growth as something to be sought in everything it does. But this growth need not be undirected; rather it should be planned by those whose broad experience has given them a vision of the heights to which children can rise when guided wisely and lovingly. This direction is something that children need, something that they desire, and something that they willingly accept if nothing has ever occurred to destroy their confidence.

Child growth has not only volume or quantity; it has what we may call direction. The child growth that is sought in LEPANTO GRAMMAR is growth toward a Christian adulthood that is truly cultured, that accepts social service as a sacred duty, and that can render social service the better because it has been taught to think clearly and to express itself effectively.

Ahead of the child in the elementary school who is to arrive at this destination there does indeed lie a long, a very long, voyage. The authors cannot hope to have taken him many miles on his journey. It will be enough for them 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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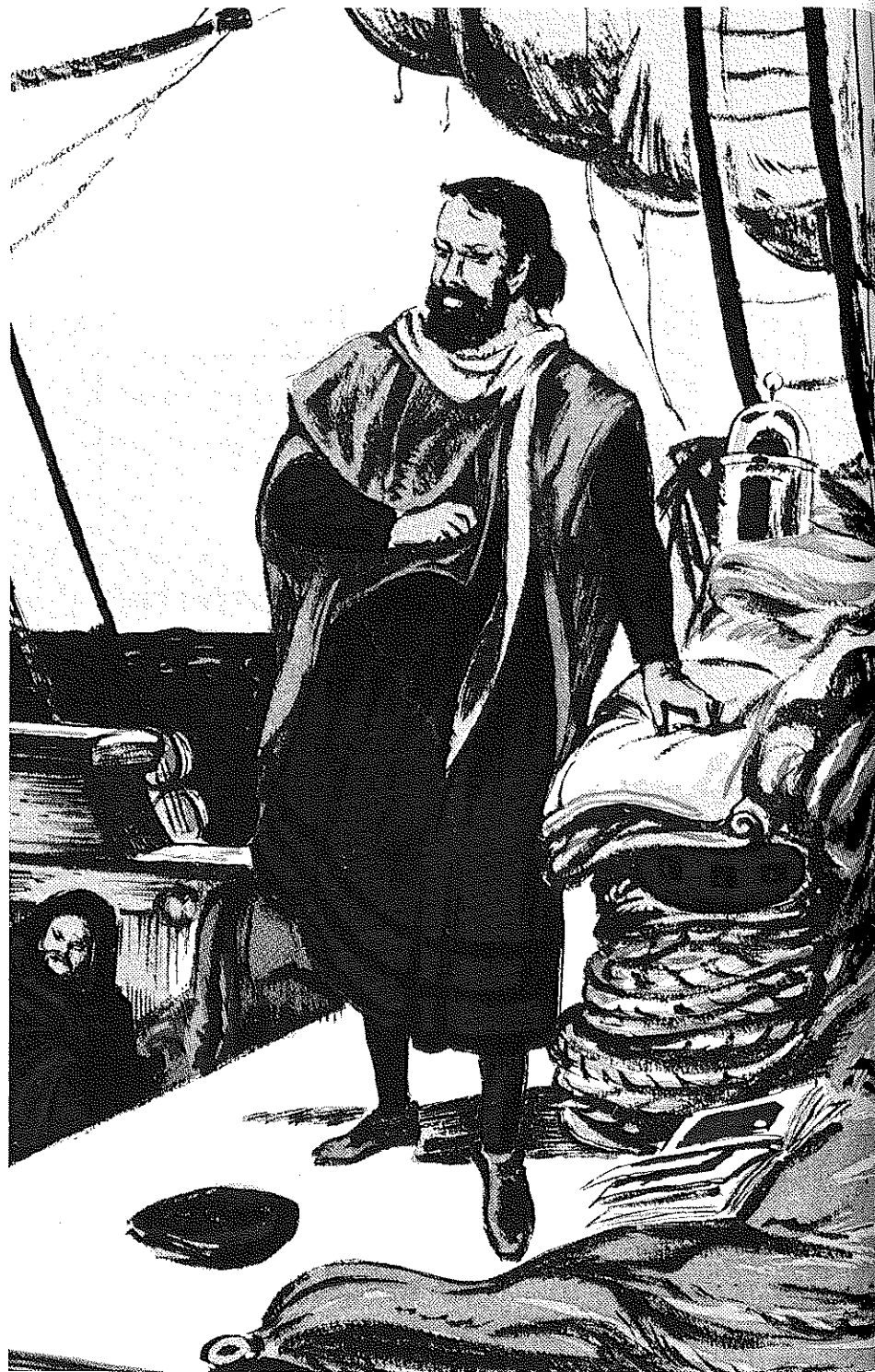
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TO  
CHRIST THE KING  
THROUGH  
THE IMMACULATE HEART  
OF MARY

PART ONE

**CREATIVE ACTIVITIES**



## CHAPTER ONE Speaking in Class

*In which we learn how to talk in class*

On his first perilous voyage in search of a new route to India, in spite of hardship and terror, Columbus bade his men "Sail on!" As we set out on our first voyage in English, we can learn no better lesson than "Sail on!" Columbus found at the end of his voyage a new world. We, too, will discover on our voyages in English a world of new experiences and much that will help us in the still greater and more important voyage of life.

Let us study the poem "Columbus" so that we may learn the lesson taught by the great Catholic commander from the deck of the *Santa Maria* in the fall of 1492.

COLUMBUS

By Joaquin Miller

Behind him lay the gray Azores,  
Behind the Gates of Hercules;  
Before him not the ghost of shores,  
Before him only shoreless seas.  
The good mate said: "Now must we pray,  
For lo! the very stars are gone.  
Brave Admiral, speak, what shall I say?"  
"Why, say 'Sail on! sail on! and on!'"

"My men grow mutinous day by day;  
My men grow ghastly wan and weak."  
The stout mate thought of home; a spray  
Of salt wave washed his swarthy cheek.

"What shall I say, brave Admiral, say,  
If we sight naught but seas at dawn?"  
"Why, you shall say at break of day,  
'Sail on! sail on! sail on! and on!'"

They sailed and sailed, as winds might blow,  
Until at last the blanched mate said:  
"Why, now not even God would know  
Should I and all my men fall dead.  
These very winds forget their way,  
For God from these dread seas is gone.  
Now speak, brave Admiral, speak and say"—  
He said: "Sail on! sail on! and on!"

They sailed. They sailed. Then spake the mate:  
"This mad sea shows his teeth tonight.  
He curls his lip, he lies in wait,  
With lifted teeth, as if to bite!  
Brave Admiral, say but one good word:  
What shall we do when hope is gone?"  
The words leapt like a leaping sword:  
"Sail on! sail on! sail on! and on!"

Then, pale and worn, he kept his deck,  
And peered through darkness. Ah, that night  
Of all dark nights! And then a speck—  
A light! a light! a light! a light!  
It grew, a starlit flag unfurled!  
It grew to be Time's burst of dawn.  
He gained a world; he gave that world  
Its grandest lesson: "On, sail on!"

Would you be frightened if you were on a ship where the men were hungry and sick and grew mutinous day by day? Does the author make you feel the terror of the mate and the crew as, day after day, they see nothing but water?

Think how much courage Columbus showed when in spite of every danger he continued to say "Sail on!"

Do you know the meaning of all the words in the poem? Be ready to tell what these words mean:

mutinous	stout	worn	blanched
unfurled	wan	swarthy	mad
spray	naught	starlit	dawn
shoreless	mate	dread	ghastly

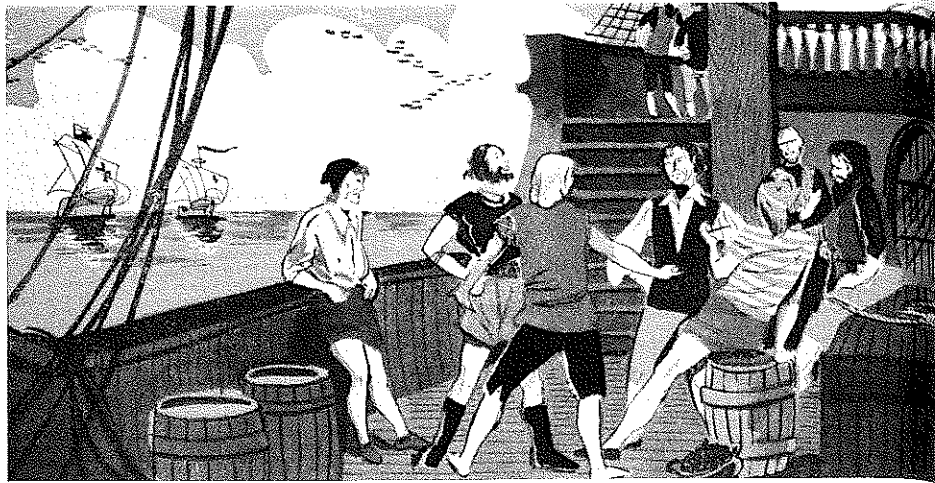
#### How to Study a Poem

Whenever we read a poem we wish to get as much out of it as we can. Here are some general rules which should help us in studying all the poems we shall meet this year:

1. Read the poem carefully, at least three times, until the meaning is clear.
2. Picture the scene or scenes that are described.
3. Try to capture the *feeling* of the poem. It may be terror, or fear, or happiness, or it may change from one feeling to another as it does in the poem "Columbus."
4. Consult the dictionary for the meanings of unfamiliar words in the poem.
5. Be prepared to tell the story of the poem in your own words.

#### A Brave Sailor

What did the crew of the *Santa Maria* do in their free time? Perhaps, in order to cheer the loneliness of the long hours at sea, one of the sailors who could talk well told stories of experiences he had had on other voyages. He was probably as frightened as were his companions, but thought it better to talk of other things than the danger which threatened them at the moment.



Columbus' voyage took place many years ago, but anyone who talks well can give as much pleasure today as the sailor storyteller did then. Each of us should learn to tell others of our experiences in a pleasing and interesting way. Things shared are much greater fun than things which we keep to ourselves. Remember this when you get up to speak to the class.

### 1. Making Announcements

Perhaps the easiest kind of talk we shall be called upon to make before the class will be a simple announcement. We may wish to tell the class about a club meeting or a football game, or to ask the boys and girls to help the missions or to bring food for Thanksgiving baskets for the poor. When a radio announcer has but a few minutes, he must make his every word count. Not only does his voice create interest, but his beginning sentence must be expressed in such a way that people will listen and want to hear what he has to say. When we make announcements we also should speak in a lively and interesting manner so that the class will be eager to do what we ask.

### MODEL: AN ANNOUNCEMENT

Girls and Boys of 6B, tomorrow brings the first game of the season, and since we are playing the boys from Visitation, you know what an exciting game it will be. Be sure that you are there to help cheer. The team needs you! The boys have practiced long and hard and we must do our part to let them know that we are with them. Do not miss the fun tomorrow! The game begins at two o'clock in Gage Park.

Would you like to go to the game? Do you think the announcer planned his talk? Did he know exactly what he intended to say so that he would not take too long a time and yet give all the necessary information?

### Hints to Speakers

A gift wrapped in lovely paper and tied with pretty ribbon delights us. Your talk, said so that everyone can understand it, in words that will create pictures in his imagination, is like this gaily wrapped parcel. No matter how attractive a package may be, however, our joy in receiving it depends on whether the giver is generous in his manner. Make your announcement or tell your story with the same joy you have in giving a gift. These rules will help you:

1. When you are called on, come to the front of the classroom in such a way that all will know you are eager to speak to them.
2. Stand straight without being stiff. To play basketball or tennis, you need to be relaxed and at ease. You also need to be relaxed to stand well.
3. Let your voice be pleasing—loud enough to be heard by everyone, but not harsh. It should carry the meaning of your words.

4. Make each member of the class feel that you are speaking directly to him. To do this you must include all and look from one to another quickly and easily.

5. Choose words that will give color and sparkle to your announcement. Say them so that the class will see and feel what you see and feel.

6. Make your speech grammatically correct.

7. Open your mouth so that you speak distinctly.

8. Pause for a moment at the close of your talk before going back to your seat. The ending of your talk and the way you return to your place are important because the audience remembers what it sees and hears last.

As you listen to the talks of others, do not forget that courtesy demands that you pay attention and show your appreciation of the efforts they are making. Your behavior should be a gracious "Thank you for the gifts."

#### CLASS ASSIGNMENT

1. Repeat the announcement on page 7 in your classroom. Follow all the rules for good speakers, paying particular attention to your voice and to the way you stand.

2. Be prepared to make any of the following announcements. Know what you are going to say and write it out if you wish, but *do not memorize* the announcement:

1. Make an announcement at a "pep" meeting urging all to attend a basketball game.

2. Ask the boys and girls of your class to help keep the school building in order during clean-up week.

3. You are collecting Catholic magazines for Saint Francis Orphanage. Try to get your classmates to contribute magazines and also to ask their friends to contribute.

4. Tell your class about a quiz contest which you want everyone to enter.

## 2. Sharing Experiences

The sailor on the *Santa Maria* shared his experiences with the other members of the crew. Perhaps he had been to strange lands which the others had never seen. Maybe he had never been on the sea before, and told of life in his own little village.

Whatever our experiences may have been, we take great pleasure in sharing them with others. The things that we can best give to others are the things that we know or have ourselves. Perhaps something unusual has happened to us and we would like to tell our experience to the class.

#### Limiting the Subject

Among the experiences that we have enjoyed are those connected with our hobbies. We all have hobbies in which we are greatly interested and about which we like to tell others. But we cannot tell in a few minutes everything there is to say about hobbies. We could make the subject more definite and say that we intend to tell about "Ship Models" or "Scrapbooks," but even these subjects could not be covered in a few minutes, for there are many kinds of ships and many kinds of scrapbooks. We must narrow the subject still further. If the topic is "The Ship Model I Need for My Collection" or "The Scrapbook I Am Making," we shall have no difficulty in keeping to the topic or in presenting our talk in the time allowed.

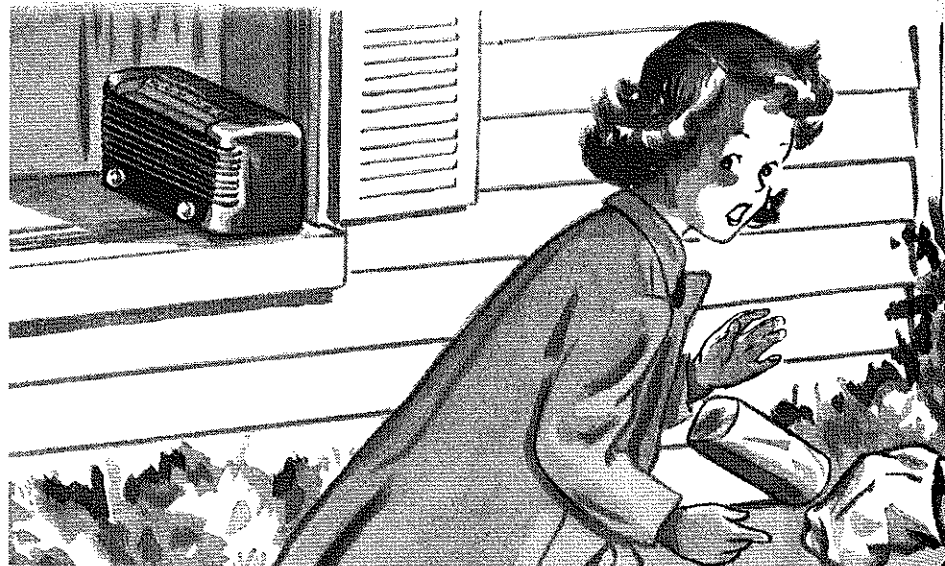
We usually speak of the big topic, like hobbies, as the *subject* of the talk. When we have narrowed it down to include only one kind of hobby, we call that the *topic*. Our next step is to find a *title* which attracts attention and suits what we are to say.

SUBJECT	TOPIC	TITLE
My day	A baseball game	A Surprise Victory
Dogs	My pet dog	Tim the Troublemaker
Holidays	Memorial Day	A Yearly Tribute
Books	My favorite book	The Land of Dreams
Sports	A hike	A Treasure Hunt
Traveling	An airplane ride	Soaring High

### Keeping to the Topic

We should plan our talks before coming to class so that we will not have to hesitate and wonder what comes next. We would be unhappy if someone promised us a fine gift, and then forgot and gave us something cheap and worthless. That is what we do when we say we are going to talk about a topic, and then after the first few sentences we think of little things that have no bearing on the topic and offer those instead.

The best way to plan our talk is to make an outline. An outline will help us think clearly, keep to the topic, and arrange in order what we intend to say.



### OUTLINE: A JOKE ON ME

What happened  
What I did  
What the joke was

### THE TALK AS GIVEN: A JOKE ON ME

One night last week as I was hurrying home from the store, I was startled by the words, "I'll shoot you!" I dropped the packages I had and started to run. Just then a voice said, "Listen tomorrow for the next episode." My holdup man was only a radio on a window sill of one of the houses.

### Judging the Talks

After a pupil has given a talk on some topic that interests him, let the members of the class say what they liked in the speaker's manner and in his talk. They might answer the following questions:

1. As the speaker walked to the front of the room, did he make you feel that he had something interesting to tell?
2. Did he look at you while speaking?
3. Could he be heard in all parts of the room?
4. Did he stand at ease?
5. Did his beginning sentence attract attention?
6. Did he keep to the topic?
7. Did the ending leave you satisfied?
8. 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

1. Do you know a joke on yourself? Outline the story first, then tell it to the class. Tell it with interest, for a good storyteller is a good companion.
2. Prepare a talk on any of the six topics listed on page 12. There is a short outline for each topic.

- A GOOD SPEAKER:**
1. *Is eager to tell his story*
  2. *Stands erect and relaxed*
  3. *Makes his voice pleasing*
  4. *Speaks for the entire audience*
  5. *Uses colorful words*
  6. *Uses correct grammar*
  7. *Talks out—does not mumble*
  8. *Pauses a moment at the end*

#### 1. OUR CLASS VISITOR

Who he was  
Where he came from  
How we enjoyed him

#### 2. MAKING A KITE

By whom made  
How put together  
The result obtained

#### 3. THE LESSON I LIKE

What it is  
Why I like it  
How it will help me

#### 4. OUR NEW PET

What it is  
What tricks it can do  
Why I like it

#### 5. THE VISIT OF THE MAGI

The Person visited  
The reason for the visit  
The gifts presented

#### 6. A TRIP TO THE ZOO

When we went  
What we saw  
How we felt

3. Bring to class something you have made and tell how you made it. The following are suggestive:

- |                     |                 |                      |
|---------------------|-----------------|----------------------|
| 1. A model airplane | 4. A boat model | 7. A rosary          |
| 2. A wood carving   | 5. A puppet     | 8. A beaded bracelet |
| 3. A clay model     | 6. A radio      | 9. A leather belt    |

### 3. Telling Stories We Have Read

We may wish to tell the class about some of the stories or poems we have read. We would not have enough time to tell the entire story, so we choose only the important

events and build our talk around them. It may make our story interesting to use the words of the characters when we can. We try to make the class see the characters by talking and standing and using our hands as they would.

#### MODEL: "COLUMBUS"

This poem by Joaquin Miller is the story of the rough voyage of Columbus, when he attempted to find a new way to the Indies. The sailors were frightened and wanted to turn back. Columbus said only, "Sail on!" as he kept watch on the deck. Columbus taught us confidence in God, for he sailed on through every difficulty until at last he discovered a new world.

Note that this speaker talks of one thing—the poem "Columbus." She gives us the title of the poem in the title of her talk and tells the name of the author in the first sentence. She uses the important words spoken by Columbus—"Sail on!" Her last sentence is a personal comment on what the poem teaches.

### 4. Talking in Groups

Often the rough sailors of Columbus' expedition must have talked together, giving their different views about a topic. How necessary it is for *everyone* to learn to speak freely in a group and to listen well! It is not right to do one or the other all the time—both are important. There may be those whose ideas differ greatly from ours, and in order to make them understand our views clearly we must explain and defend them.

When we are listening we should be interested in the remarks of the speaker. That is the way we learn *his* thought. If our face and eyes respond, he will enjoy talking to us.

## MODEL: A GROUP CONVERSATION

(Scene: Paul's basement. Paul and three of his friends are working on a model airplane.)

ARTHUR. When I was looking through my missal at Mass this morning I noticed that tomorrow is the Feast of Saint Joan of Arc. Isn't that our teacher's feast day?

PAUL. It must be. I don't know any other Joan. Do you, Leo?

LEO. I don't even know Joan of Arc. Who was she?

ARTHUR. You don't know anything about Joan of Arc! She was a poor peasant maid who led the French army against the English invaders and drove them out of her country.

RALPH. Wasn't she finally burned at the stake?

PAUL. Yes, that's the one. If Leo doesn't know about her maybe there are others in our class who are just as ignorant. You may be a good carpenter, Leo, but you're not very good at history.

ARTHUR. Shall we ask Sister Joan to tell us the story of Saint Joan of Arc tomorrow?

RALPH. I think it would be better if we surprised her. Why don't you tell the story, Arthur?

ARTHUR. I will if you think I can do it well enough. I can look up Joan of Arc in the encyclopedia tonight and be sure to have all my facts right.

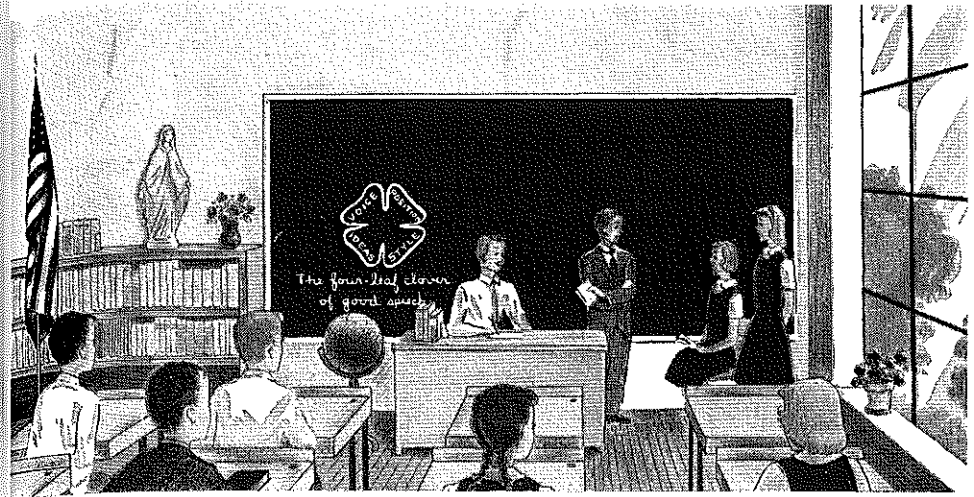
LEO. Of course you can do it well, Arthur. You're one of the best speakers in our class.

RALPH. There's a poem, too, about Joan of Arc. I've heard Lucille say it. If we asked her, I'm sure she'd recite it tomorrow and then we can have a real surprise for Sister.

ARTHUR. Let's go over to Lucille's house and get her to ask some of the girls for their suggestions.

## CLASS ASSIGNMENT

1. Divide the class into groups of five or six pupils each and let each group select a leader. The group should then choose a topic, either one of those suggested on page 15 or an original one of their own.



1. Outstanding characteristics of some popular hero
2. Planning a visit to the museum
3. An interesting radio program
4. Manners and customs in a foreign country
5. Fun on a picnic
6. The importance of safety rules

2. Let each group talk on the topic selected. It is the duty of the leader to play host and keep the ball of talk rolling. If some of the boys or girls do not take part in the conversation, the leader should ask them questions. After the speakers have gone over the conversation several times, they should invite the teacher to be their guest. The teacher may select some of the more interesting and unusual conversations and have the groups present them for the entire class.

## Judging Group Conversations

The following questions will help you in judging the conversations of the various groups:

1. Was the topic chosen worth talking about?
2. Did the group talk about the topic or did they wander off on other subjects not directly concerned with the matter being discussed?
3. Were the things said of value?



4. Was each speaker's language correct and were the words well chosen?
5. Was the leader courteous and attentive to all members of his group?
6. Did all join in the conversation, both in speaking and in listening?
7. Were their voices pleasing, and their faces and eyes lively and responsive?

### 5. Club Discussions

When the members of a group wish to work together for some particular purpose, they form a club. Would this class like to form a club? The name of the club will tell its purpose and aim. There are many different kinds of clubs which a sixth grade could organize.

#### SUGGESTIONS FOR CLUBS

Current Events Club	History Club
Hobby Club	Radio Club
Catholic Action Club	Stamp Collectors Club

If we were to form a history club, its purpose might be to learn more about our great country, its flag, its institutions, its leaders, its history, its natural and industrial resources. We might choose any one of the following names for our club:

Knowing America Club	American Study Club
Young America Club	Patriots Club
Historians Club	Heroes Club

Can you suggest any other name? Let members of the class vote on the name they like best. For the present, we shall adopt the name Young America Club.

### Meetings and Discussions

After the name of the club has been selected, a president should be elected to preside at the meetings and lead the discussions. His duties are very similar to those of a leader in the group discussions. He must keep order and see that every member has a chance to share in the talking.

A secretary may also be elected by the pupils. The secretary takes care of the correspondence of the club.

When the president has been elected he takes his place at the teacher's desk. The secretary may occupy a chair beside the desk. The president then asks the pupils what subjects they would like to discuss in order to attain the purpose of the club. The general subject is, of course, America. But just as group conversations must be confined to one topic, so we have to take up one topic at a time in club discussions.

One class put on the blackboard the following outline of topics which might be discussed in their club meetings:

	SUBJECT	SUGGESTED TOPICS
	1. Our flag	{ The making of our flag Saluting the flag Displaying the flag
America	2. Our great men	
	3. Nature in America	
	4. Resources of America	

It was decided by this class that "Saluting the Flag" would be the first topic discussed. Since the period was almost over, the president said: "At our next meeting we

shall talk about saluting the flag. Will everyone please find out all he can about the topic before our next meeting? This will be on Tuesday afternoon."

The president may, if he wishes, appoint a group of two or three boys and girls to consult the reference books in the classroom library or to get special help from the librarian of the school. Such groups are called committees.

### CLASS ASSIGNMENT

1. Hold a meeting of Young America Club in your classroom and elect a president and a secretary.
2. Take the second subject, our great men, and let the club members suggest how to subdivide this into topics. The illustration on page 19 will undoubtedly suggest many fields in which Americans have attained fame.
3. Appoint a committee to look up the life of some famous American, and at the next oral-English period let this committee lead the discussion.

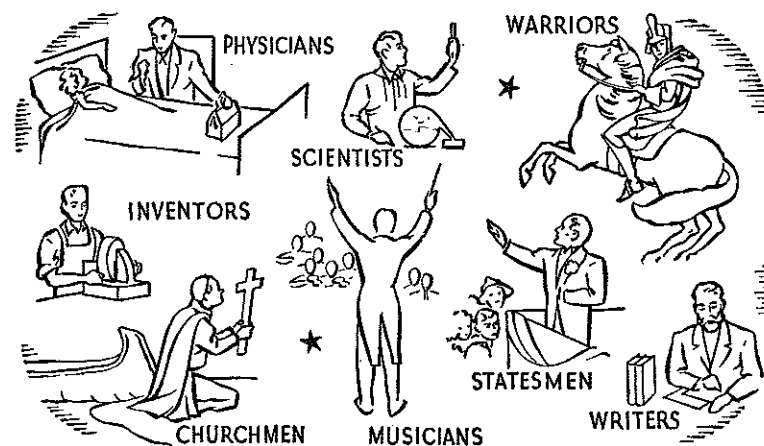
#### Second Club Meeting

The president opens the next meeting by saying: "The meeting is called to order. Will you please rise and say the prayer?"

The president or some member of the club may lead the class in prayer. During the meeting the flag should be placed in a conspicuous place in the classroom so that it will act as an inspiration to the members of the club. The meeting then continues in this manner:

PRESIDENT. Today we are to talk about saluting the flag. What should every well-bred citizen know about saluting the flag? (*The president chooses the pupil who is first to raise his hand.*)

PAUL (*rising*). Mr. President, every citizen should know how and when to salute the flag.



PRESIDENT. Will you please explain the correct way of saluting the flag, John?

JOHN (*also rising*). When the pledge of allegiance to the flag is being given, civilians should stand facing the flag and place the right hand over the heart.

PRESIDENT. Is the salute the same for all civilians, Marie?

MARIE. Yes, Mr. President. John did not mention the fact that a man or a boy shows respect for the flag by removing his hat.

PRESIDENT. Does a soldier salute the flag in the same manner as the ordinary citizen, Henry?

HENRY. No, Mr. President. Those in uniform give the military or right-hand salute.

PRESIDENT. What do you mean by the right-hand salute?

HENRY. This is a soldier's salute. (*He demonstrates by raising his hand sharply to his forehead.*)

CHARLES. Mr. President.

PRESIDENT. Yes, Charles.

CHARLES. A policeman in uniform also gives the military salute.

PRESIDENT. Thank you, Charles, we are glad to know that. Now we know how to salute the flag. The next step is to find out when the flag should be saluted. Can anyone tell me?

DOROTHY. I move that we report on that topic at the next meeting of the club.

JOAN (*not rising*). I second the motion.

PRESIDENT. It has been moved and seconded that at our next meeting we discuss when we should salute the flag. All those in favor say *aye*; those opposed, *no*. The *ayes* have it. We will, therefore, discuss this topic at our next meeting.

The meeting might well end with a recitation of the pledge of allegiance to the flag by the entire class.

**Monthly Meetings**

In many schools longer meetings are held once a month. At these meetings the club members sometimes give a program. The following program was arranged by a sixth-grade class for the celebration of Columbus Day.

COLUMBUS DAY PROGRAM

- OPENING ADDRESS . . . . . *The President*
- SONG: "COLUMBIA, THE GEM OF THE OCEAN" . . . *The Club*
- TALK: "THE VOYAGES OF COLUMBUS" . . . *James McNamara*
- POEM: "THE THREE LITTLE SHIPS" . . . . *Marian Rogers*
- DRAMATIZATION: "THE LANDING OF COLUMBUS" . . *The Club*
- SONG: "AMERICA" . . . . . *The Club*

**6. Dictionary Habits**

Form the habit of looking in the dictionary for words you do not know. Are you able to find words quickly in a dictionary? It is arranged in alphabetical order, so that it is necessary for us to know the alphabet and the places of the different letters in the alphabet. For example, if we were looking for the word *ghastly*, we would say, "G comes after *f* and before *h*." Then when we had found the letter *g* in the dictionary we would look for the next letter in the word *ghastly*. We would then pass quickly by all the *ga*'s, *ge*'s, and so forth, until we found *gh* and the word *ghastly*.

CLASS ASSIGNMENT

1. Arrange the following words in alphabetical order:

- |           |           |          |           |
|-----------|-----------|----------|-----------|
| almost    | difficult | kindness | where     |
| extreme   | business  | many     | xylophone |
| heroic    | isolate   | often    | speed     |
| gay       | large     | raisin   | youth     |
| celebrate | people    | question | throw     |
| famous    | never     | jump     | visitor   |

2. Arrange the following words in order according to their first and second letters:

- |         |           |         |        |
|---------|-----------|---------|--------|
| several | slowly    | small   | song   |
| satisfy | subject   | sport   | squeak |
| swing   | scrapbook | synonym | street |
| sheriff | similar   | skip    | snow   |

3. Use the words in Exercise 2 in sentences of your own.

**7. Choral Speaking**

Choral speaking is the art of speaking in chorus. Pupils in Catholic schools know how effective prayers can be when said in unison. Choral speaking enables every person to show his appreciation of poetry.

In this book we shall use certain markings that will help us to phrase the poems we recite together in chorus. Thus we use a falling inflection ( \ ) of the voice for important or emphatic words:

I pledge allegiance \ to the flag

Use a rising inflection ( / ) when asking a question:

Are you ill? /

Pause ( // ) at the end of a sentence or where the thought demands a pause:

Why, say "Sail on! / sail on! / and on!" //

## TUNING-UP EXERCISES

Before beginning to practice any poem, let us tune up our speech so that our voices may be clear and strong. To do this we must improve our breathing and our articulation or enunciation.

*Breathing:*

Stand well. Try to be erect but not stiff. Breathe deeply from your diaphragm. Keep your shoulders and chest quiet as you do so. Exhale through the nose.

Repeat the exercise, exhaling through the mouth.

*Enunciation:*

Learn to use your lips and tongue in speaking. Hold a mirror before your mouth and say something. Are your lips lazy? See how they work when you learn to pronounce all your words carefully and distinctly.

**Our Country's Flag**

You will enjoy reciting together in choral speech Henry Holcomb Bennett's poem, "The Flag Goes By." This is a poem that makes every loyal citizen feel how much his country means to him. Our flag stands for our country. It reminds us of all the struggles and sacrifices undergone by our forefathers that we might have peace and freedom. Every citizen proudly and reverently stands at attention when the flag of his country goes by.

In reciting the poem, the class is divided into two groups. In the first group are those with deeper voices, and in the second group those with lighter voices. These are like the alto and the soprano in a singing chorus. Follow the directions given in the left-hand margin. When both groups together say "Hats off!" let them do so quickly and vigorously—almost as if it were a cheer.

## THE FLAG GOES BY

By Henry Holcomb Bennett

- All—quickly**  
**First Group,**  
**Deep Voices**  
 Hats off!  
 Along the street \ there comes  
 A blare of bugles, / a ruffle of drums, //  
 A flash of color beneath the sky: //
- All—proudly**  
 Hats off! //  
 The flag \ is passing by! //
- Second Group,**  
**Light Voices**  
**All—more proudly**  
 Blue / and crimson \ and white / it shines, //  
 Over the steel-tipped, ordered lines. //  
 Hats off! //  
 The colors / before us fly; //  
 But more \ than the flag / is passing by: //
- First Group,**  
**Deep Voices**  
 Sea-fights \ and land-fights, / grim \ and  
 great, //  
 Fought to make \ and to save / the State: //  
 Weary marches \ and sinking ships; //  
 Cheers of victory / on dying lips; //
- Second Group,**  
**Light Voices**  
 Days of plenty \ and years of peace; //  
 March of a strong land's swift increase; //  
 Equal justice, / right \ and law, //  
 Stately honor \ and reverend awe; //
- First Group,**  
**Deep Voices**  
 Sign of a nation, / great \ and strong //  
 To ward her people from foreign wrong: //  
 Pride / and glory \ and honor, / —all //  
 Live in the colors / to stand \ or fall. //
- All**  
**First Group,**  
**Deep Voices**  
 Hats off! //  
 Along the street \ there comes //  
 A blare of bugles, \ a ruffle of drums; //  
 And loyal hearts \ are beating high: //
- All**  
 Hats off! //  
 The flag \ is passing by! //

## STUDY OF THE POEM

Note the sounds described in the first stanza—the blare of bugles, the ruffle of drums. Do you think that one would hear these sounds before he caught a glimpse of the flag? The second stanza speaks of the colors of the flag, the “steel-tipped, ordered lines.”

In the third stanza the author begins to explain what he means by “more than the flag is passing by.” He pictures in the third and fourth stanzas the country at war and at peace, and mentions the foundations on which our country is built—“equal justice, right and law.” The fifth stanza tells us that the flag is the sign of our nation, and that pride, glory, and honor live in its colors. The last stanza repeats the lines of the first.

## A Nonsense Poem

Let us now take for choral speaking a popular nonsense poem. We feel the fun of such poems, try to catch their humor, and recite them with all the energy we have.

## THE REFORMATION OF GODFREY GORE

By William Brighty Rands

**All** Godfrey Gordon Gustavus Gore— //  
 No doubt you have heard the name before— //  
 Was a boy that never would shut a door! //

The wind might whistle, \ the wind might roar, //  
 And teeth be aching \ and throats be sore, //  
 But still \ he never would shut the door. //

**Solo, Mother** His father would beg, \ his mother implore, //  
 “Godfrey Gordon Gustavus Gore, //  
 We really \ *do* wish you would shut the door!” //

**All** Their hands they wrung, \ their hair they tore; //  
 But Godfrey Gordon Gustavus Gore //  
 Was deaf \ as a buoy out at the Nore. //

**Deeper** When he walked forth \ the folks would roar, //  
 “Godfrey Gordon Gustavus Gore,  
 Why don’t you think to shut the door?” //

They rigged out a Shutter / with sail \ and oar, //  
 And threatened to pack off Gustavus Gore //  
 On a voyage of penance \ to Singapore. //

**Solo, Godfrey** But he begged for mercy, \ and said, / “No  
 more! //  
 Pray \ do not send me to Singapore  
 On a Shutter, // and then I will shut the door!” //

**Duo, Mother  
 and Father** “You will?” / said his parents; “then keep on  
 shore! //  
 But mind you do! \ For the plague is sore //  
 Of a fellow that never will shut the door, //  
 Godfrey Gordon Gustavus Gore!” //

All nonsense rhymes are said quickly and the beat of the lines is emphasized. In “The Reformation of Godfrey Gore,” the fun lies not only in the fault of the hero, but also in his long, ridiculous name. Notice that the rhythm (or beats) in the name is repeated in the other lines of the different stanzas:



God' frey Gor' don Gustav' us Gore'  
 No doubt' you have heard' the name' before'

Notice, too, the effect of the sound of *o* followed by *r* all through the stanzas—*before*, *door*, *roar*, *sore*, *implore*, *tore*, *oar*, and *Singapore*.

### 8. Chapter Challenge

Show that you understand this chapter by filling in the blank spaces with the correct words or phrases:

1. The motto of Columbus which we should adopt as our own is "....."
2. A speaker should be relaxed and not too ..... His voice should be ..... in all parts of the room. He should choose words that give ..... and ..... to his talk, and make his speech ..... correct.
3. Courtesy demands that we ..... when others speak and show our ..... of the efforts they are making.
4. In giving a talk we should ..... our subject to a particular ..... and give it an attractive .....
5. An outline will help us ..... clearly, keep to the ....., and arrange in ..... what we intend to say.
6. In telling a story we have read it is well to choose only the ..... and build our talk around them.
7. When a number of pupils join together to talk on a given topic, we call this a ..... conversation.

8. The leader should be courteous and attentive to ..... of his group.
9. The name of a club should tell the ..... of the club.
10. The leader of a school club is usually called the .....
11. The chief duty of a club secretary is .....
12. Groups formed within the club to carry out special assignments are called .....
13. The president should open each club meeting by saying, "....."
14. The club members may occasionally commemorate special events by a .....
15. A dictionary is arranged in ..... order.
16. Reciting poetry in unison is called .....
17. An excellent patriotic poem for choral speaking is "....."
18. Poems written and recited for the fun in them are sometimes called ..... poems.

12. Julius Caesar led an army of Roman soldiers to the island of Britain.
13. We saw beautiful rooms with floors of marble.
14. The little boy placed his toys on the window sill.
15. Have you read this story?
16. James threw the ball over the fence.
17. The man carried his hat in his hand.
18. Columbus made four voyages to the New World.
19. The boys painted the barn.
20. The boys and girls in our classroom cheerfully obey all school regulations.

## EXERCISE 24

Supply a direct object in each sentence:

1. The carpenter made the .....
2. The ball struck a .....
3. Elizabeth wrote a .....
4. Ernest read the .....
5. Who discovered ..... ?
6. Marconi invented the .....
7. The ships carried .....
8. The Athenians built beautiful .....
9. The crowd watched the .....
10. The band played a .....
11. Roger carried the .....
12. George met his .....
13. The girl baked a .....
14. Boys play .....
15. God created the .....
16. The children gathered .....
17. We love the .....
18. The class visited the .....
19. The artist Raphael painted many famous ..... of the Blessed Virgin.
20. Mary has lost her .....

## OBJECT OF A PREPOSITION

**A noun used as the object of a preposition is in the objective case.**

Jesus lived in *Nazareth*.

The Eucharist was instituted on *Holy Thursday*.

Snow fell during the *night*.

In the first sentence, the noun *Nazareth* is the object of the preposition *in*. In the second sentence, the noun *Holy Thursday* is the object of the preposition *on*. In the third sentence, the noun *night* is the object of the preposition *during*. The nouns *Nazareth*, *Holy Thursday*, and *night* are in the objective case.

## EXERCISE 25

In the following sentences point out the nouns that are objects of prepositions:

1. Many miracles were performed at the shrine.
2. The Roman children wrote on wax tablets.
3. The soul is born to the supernatural life through baptism.
4. The child's face lighted with surprise.
5. Saint Francis was a native of Assisi.
6. The children sang Christmas carols in the auditorium.
7. Much carving was done during the Middle Ages.
8. A game of football always interests me.
9. We visited the museum with our parents.
10. My brother lives in Baltimore.
11. The longest day of the year comes in June.
12. Christ arose from the dead on Easter Sunday.
13. John has taken his little brother to church.
14. We went for a ride through the country.
15. In October we say the rosary often.
16. We climbed to the top of the building.
17. In autumn the farmer harvests his grain.
18. Our guardian angel is an ambassador of God.
19. The flag floated over the school.
20. Sin brings unhappiness to man.

## EXERCISE 26

Copy the following sentences and supply a suitable object for the preposition in each sentence:

1. New York is the largest city in .....
2. We divided the apple between the two .....
3. The lambs were in the .....
4. Elephants' tusks are made of .....
5. Have you ever seen a collection of .....?
6. We sat under the .....
7. They admired the bravery of .....
8. We put our hats on the .....
9. Elizabeth received a doll from her .....
10. A large ball was found in the .....
11. Mr. Wright took a trip around the .....
12. They were given a reduction on the .....
13. The children played on the .....
14. That little boy is kind to .....
15. Many cars roll along this smooth .....
16. Boys like stories about .....

## INDIRECT OBJECT

A noun used as the indirect object of a verb is in the objective case.

Some sentences contain two objects—the direct object or receiver of the action and another object which tells *to whom* or *for whom* the action is done. The object to whom or for whom something is done is called the *indirect object*.

The librarian gave the *boy* the book.

The direct object of the verb *gave* is *book*. *Boy*, the indirect object, tells *to whom* the book was given. The customary place for the indirect object is between the verb and the direct object. The preposition *to* or *for* can usually be placed before the indirect object without changing the meaning of the sentence.

The following verbs may take both direct and indirect objects: *assign, bring, buy, deny, do, forbid, forgive, get, give, grant,*

*hand, lend, offer, owe, pardon, pay, promise, read, refuse, remit, sell, send, show, sing, teach, tell, wish, write.*

## EXERCISE 27

Point out the direct and the indirect objects in each of the following sentences:

1. The wise men offered the Infant gifts.
2. Mother sent my sister a basket of fruit.
3. Grandmother told the children stories of long ago.
4. Eleanor bought Francis a beautiful pen.
5. The grocer sold Mother these delicious grapefruit.
6. Queen Isabella offered Columbus aid.
7. Frances sent her father a telegram.
8. The postman handed the clerk the package.
9. Mary, sing the baby a lullaby.
10. Show Margaret your new skates.
11. Arthur lent his brother a dollar.
12. They paid Father his salary.
13. The guide showed the children the interesting places on the road.
14. The man denied John the permission.
15. Mother taught my little sister her prayers.
16. Father Reynolds gave the boys good advice.
17. God granted my brother his request.
18. The company offered Mr. Healy a promotion.
19. We owe our parents gratitude.
20. Sister read the class an interesting story.

## EXERCISE 28

Add an indirect object in each of the following sentences:

1. John wrote ..... a letter.
2. Give ..... the book.
3. The nurse handed ..... the report.
4. Bring ..... your homework, John.
5. Loretta paid ..... a compliment.



6. Miss McIntosh did ..... a great service.
7. My brother promised ..... a position.
8. Dorothy sent ..... an invitation to her birthday party.
9. Who taught ..... that new trick?
10. Will you lend ..... your pencil?
11. Mother gave ..... the medicine.
12. The teacher assigned ..... the task.
13. Virginia owes ..... an apology.
14. Mother granted ..... permission.
15. Donald bought ..... an evening paper.
16. Mr. Parsons paid ..... the money.
17. Our class gave ..... a rousing cheer.
18. Patrick, hand ..... that envelope.
19. Margaret wished ..... success.
20. We refused ..... admittance.

## OBJECTIVE IN APPPOSITION

A noun in apposition is in the same case as the noun it explains.

Our Lord loved Saint Peter, the *prince* of the apostles.  
The boys have confidence in Father Quigley, our *pastor*.

When we studied the nominative case we learned that an appositive explains a noun and is in the same case as the noun which it explains. Appositives that explain nouns in the objective case are in the objective case by apposition.

An appositive is set off by commas unless it is restrictive.

## EXERCISE 29

Copy the following sentences, putting one line under each appositive and two lines under the noun it explains. Give the case of each appositive and state the reason:

1. They engaged Mr. Mayer, a prominent lawyer.
2. We crossed the Sahara, the largest desert in the world.
3. The boys cheered William, our shortstop.
4. I trusted my friend Joseph with the message.

5. The manager called Miss Smith, the chief clerk.
6. I met Mrs. Reilly, our neighbor, at the seashore.
7. Murillo painted "The Immaculate Conception," a famous masterpiece.
8. We visited Mount Vernon, the home of Washington.
9. Mother served my favorite dessert, hot apple pie.
10. Father called Dr. Lehman, our family physician.
11. We just met Mr. Boyd, the gifted poet.
12. I left the package with Mr. Granahan, our salesman.
13. The Mass is said in Latin, the official language of the Church.
14. The prize was awarded to my sister Mary.
15. Have you ever lived in Washington, the capital of the United States?
16. The uniform of Miss Thompson, the nurse, was spotless.

## EXERCISE 30

Copy the following sentences, setting off the appositives by commas where they are needed:

1. He attends Georgetown the oldest Catholic university in the United States.
2. Eileen met my sister Doris at the station.
3. Mother baked a chocolate cake my favorite dessert.
4. Mother, may I introduce my friend Josephine Loughran?
5. We sang the beautiful hymn "Panis Angelicus."
6. They announced the speaker Mary McGuire.
7. Have you ever read *Claude Lightfoot* a story by Father Finn?
8. Harriet lives in Chicago the metropolis of the West.
9. I sat beside Miss Callahan our history teacher.
10. He was very kind to my brother Francis.
11. We traveled down the Mississippi the Father of Waters.
12. My father has returned from Detroit the automobile city.
13. An edict was issued by Caesar Augustus emperor of Rome.
14. Mary and Joseph went to Bethlehem the city of David.
15. We read the life of Homer a Greek poet.
16. Have you met Richard the captain of our team?

## EXERCISE 165

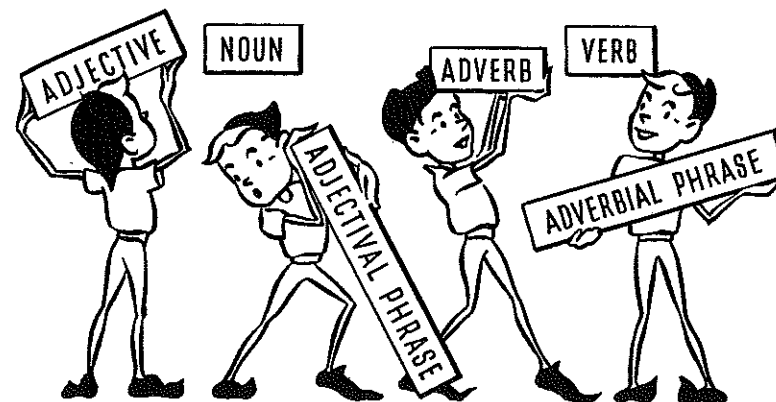
Insert adverbial phrases in the following sentences and tell whether they express time, place, or manner :

1. James ran .....
2. We shall leave .....
3. The blood passes .....
4. The boys swam .....
5. A very old mansion stands .....
6. A giant airplane soared .....
7. Carved vases were placed .....
8. The children play .....
9. Put the clothes .....
10. .... the sun peeped.
11. The horse raced .....
12. .... the snow fell.
13. Every action should be directed .....
14. .... our flag floated.

## EXERCISE 166

Insert adjectival or adverbial phrases in the following sentences :

1. The lion prowled .....
2. He admired the beauty .....
3. The star guided the wise men .....
4. Pearly shells were found .....
5. The September moon hung clear and bright .....
6. Three chirping birds flew .....
7. The young knights searched diligently .....
8. A little white ship sailed .....
9. The misty valley nestled .....
10. Multicolored leaves danced .....
11. The daisies ..... look like tiny stars.
12. A statue ..... stands on the pedestal.
13. Active little sparrows warbled .....
14. .... were rustic iron benches.
15. Fragrant flowers bloomed .....



## EXERCISE 167

Point out the phrases in this exercise and tell whether they are adjectival or adverbial :

1. A little bird with a broken wing fell to the ground.
2. My brother drives with great skill.
3. The city of Philadelphia is on the Delaware River.
4. At Lourdes our Lady appeared to Bernadette.
5. We saw many beautiful scenes among the hills.
6. The car in that garage is mine.
7. English Catholics founded the colony of Maryland.
8. Italy is a land of great beauty.
9. The city of Atlanta is the capital of Georgia.
10. The building was destroyed by fire.
11. The bird sang happily to its mate.
12. Lace from Belgium is known throughout the world.
13. Agnes set a bowl of flowers on the table.
14. Jesus spent His boyhood in Nazareth.
15. Keep the body in good physical condition.
16. Ornaments of silver decorated the tree.
17. The girls knelt before the crucifix.
18. Little children trooped behind the band.
19. The Franklin Institute is located in Philadelphia.
20. Saint Cecilia is the patroness of music.
21. At the command of the general the soldiers marched forward.

22. Every line of poetry should begin with a capital letter.
23. Those priests work among the poor.
24. The sign of the cross is a profession of our faith.
25. The air was filled with the fragrance of pine.
26. There are seven spiritual works of mercy.
27. The inscription on the cross was written by Pontius Pilate.
28. How did the Roman roads help the spread of Christianity?
29. The Pacific Ocean separates the United States from Asia.
30. Raphael painted beautiful pictures of the Blessed Mother.
31. *Black Beauty* is a story about kindness to animals.
32. We are helped by the intercession of the saints.
33. There are four quarts in a gallon.
34. Some rivers of our country are important highways of transportation.
35. Our plane landed first at Shannon Airport.
36. A long line of covered wagons moved slowly down the valley.
37. We should show respect toward our parents.
38. Practice acts of self-denial.
39. A stitch in time saves nine.
40. Develop a taste for good literature.

## CHAPTER EIGHT Sentences

**A** sentence is a group of words expressing a complete thought.

### COMPLETE THOUGHT

God made me.  
The sky is blue.  
Go away.

### INCOMPLETE THOUGHT

The God who made me  
Blue as a summer sky  
Away in a manger

### EXERCISE 168

Which of the following groups of words express complete thoughts?

1. A flock of small birds rose from the brushwood.
2. The musical laugh of the little girl.
3. The president of our class.
4. White ducks swam about in the water
5. The tinkling of the little bell.
6. The wind howled furiously.
7. An Indian brave paddled his canoe down the stream.
8. The beautiful apple tree.
9. A distinguished old gentleman.
10. All the girls had assembled.
11. On a bright autumn day.
12. The water of the Dead Sea is very salty.
13. The turrets of the castle rose above the tall trees.
14. She has a very pleasant voice.
15. The Himalayas are the highest mountains in the world.
16. The gorgeous beauty of the mountains.
17. August fifteenth is a holyday of obligation.
18. Bamboo is very useful to the people of the Orient.
19. Mr. Lynch is an experienced surveyor.
20. On Jean's next birthday.