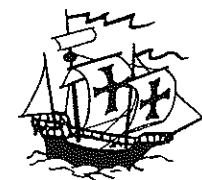
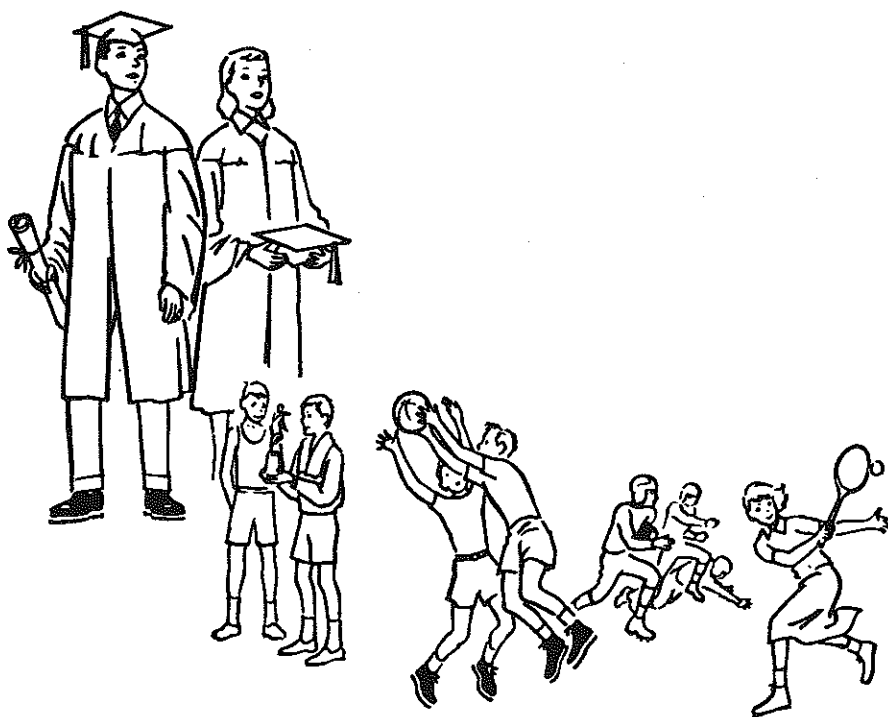


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LEPANTO GRAMMAR



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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 teach him to use certain methods and to observe certain rules; and

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.

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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 that 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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To Bobbs-Merrill Company for permission to use "The Name of Old Glory," from *Home Folks*, by James Whitcomb Riley; to Doubleday, Doran and Company, Inc., for permission to use the poem of Joyce Kilmer, "Trees," from *Trees and Other Poems*; to Houghton Mifflin Company for permission to use "The Singing Leaves," by James Russell Lowell; and to Dr. John McCrae Kilgour for permission to use "In Flanders Fields," by Colonel John D. McCrae.

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TO
CHRIST THE KING
THROUGH
THE IMMACULATE HEART
OF MARY

PART ONE

CREATIVE ACTIVITIES



CHAPTER ONE The Speech Laboratory

In which we experiment with the voice

According to the dictionary, a laboratory is a place devoted to experimental study in any branch of science. A *speech laboratory* is a classroom in which scientific experiments in *oral expression* are carried on. Every laboratory has its specific equipment. A speech laboratory has for equipment the God-given instrument of the human voice. Practical exercises in the form of experiments will help students to become efficient speakers at home, in school, and in business.

1. The First Experiment—at Home

Here speech takes the form of conversation. At the evening meal, for instance, we always chat with other members of the family. In a good home the conversation is both interesting and instructive.

MODEL: A FAMILY CONVERSATION

The Setting: A dining room. A family is seated around the dinner table.

FATHER. I received a telephone call this morning from your Uncle John.

MOTHER. Father John! I didn't know he was back from Rome.

EDWARD. O Dad! Tell us about him. Is he coming to see us?

FATHER. That's exactly why he called. He intends to spend the evening with us.

MOTHER. I'm delighted. Father John always has so many interesting stories to tell us.

MARY. Mother, may I please invite Dolores over this evening? She has always wanted to meet Father John.

MOTHER. You certainly may. Edward, if you wish, you may ask Vincent to come, also.

FATHER. I suppose you know how to introduce your friends to Father John.

MARY. Oh yes, Father, we practiced introductions in school. First we name the person we wish to honor. I'll say, "Father Hickey, I want to introduce my friend Dolores Mayer. This is my Uncle John, Dolores."

FATHER. Edward, you do the same. I know both of your friends will acknowledge the introduction by saying, "How do you do, Father Hickey."

EDWARD. Vincent will add, no doubt, "I've wanted to meet you for a long time, Father." He has often requested an introduction to Uncle John.

Were the members of this family interested in the conversation? Were the children respectful, and ready to listen as well as to take part in the conversation? The following questions can be used to judge conversations:

1. Is my courtesy unflinching?

Do I always avoid interrupting a speaker?

Do I always avoid changing the subject abruptly?

Do I always avoid needless arguments?

2. Is my tone *clear* and *low*?

3. Is my grammar *correct*?

CLASS ASSIGNMENT

1. Dramatize the conversation of the Hickey family. Several pupils may be selected to take the various parts and the class may vote on the best performances.

**IN CONVERSATION OBSERVE CAREFULLY: *What you say*
*How you say it***

2. Imagine that several students are eating lunch together. During the meal the conversation centers around the carnival on the grounds of Good Shepherd Church. Let five pupils dramatize this scene, each contributing comments on any phase of the subject which interests him.

3. Divide the class into groups and let each group plan a conversation that might take place at home when members of the family talk about:

1. A worth-while radio program
2. Plans for a trip to the beach
3. A Catholic book which the family has read
4. A baseball game
5. A church jubilee
6. A place studied in geography
7. A proposed vacation for Mother
8. The family's new car
9. A birthday party for a baby sister or brother
10. Plans for helping Mother and Father during the summer vacation

Introductions

When we bring home a guest whom our parents do not know we should introduce him to them. In introducing people we aim to make them known to each other. The following are rules of correct procedure. We should always be courteous, gracious, and cordial.

1. Introduce a man to a woman or a boy to a girl. We address the woman first, and then introduce the man. "Mrs. Connors, Mr. Buckley."

2. Introduce a lay person to a religious. "Sister Marie, may I present my sister Mary Alice?"

3. Introduce a younger person to an older or more distinguished person. That is, we say the name of the older person first. "Grandfather, this is Joseph Devlin, who has just moved into the house next door to us. My grandfather, Mr. Morris, Joseph."

4. When introducing two people of the same gender and about the same age, either name may be mentioned first. "Mary Kane, may I introduce Ella Sheehan?" "Ella Sheehan, my friend Mary Kane."

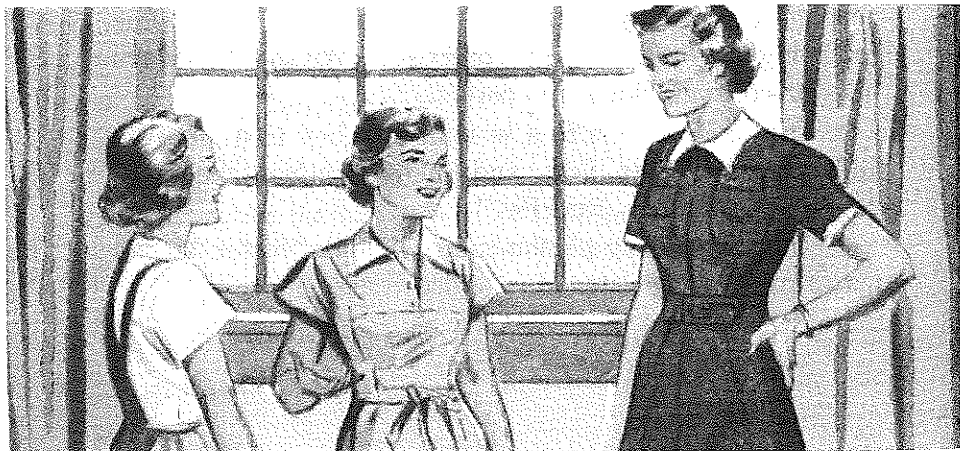
In acknowledging an introduction we simply say, "How do you do." We may add, if we wish, the person's name, "How do you do, Mrs. Bernard." When boys and men are introduced to one another they usually shake hands; girls and women do not. When a gentleman is introduced to a lady, she generally smiles and bows.

MODEL: AN INTRODUCTION

KATHLEEN. Mother, this is my new friend, Dorothy Coll. Dorothy moved here from Gesu parish.

MOTHER. How do you do, Dorothy. I hope you will be very happy in this neighborhood.

DOROTHY. How do you do, Mrs. Fries. If all the girls are like Kathleen, I know I am going to like it.



CLASS ASSIGNMENT

Practice the following introductions in class:

1. Imagine that Helen Gaul has just moved into the house next door to you. Take her to school and introduce her to the principal, Sister Paulita.

2. Introduce to your mother John Martin, whom you have brought home with you after school.

3. Walking on the street with your mother, you meet your friend Anita Gray, who is also with her mother. Introduce the two mothers.

4. Your cousin accompanies you to the children's Mass on Sunday. Introduce her to your teacher.

5. Gerard McCauley is a new pupil in your class. Introduce him to your pastor, Father Daly, whom you meet on your way into school.

6. Parents have been invited to inspect the newly equipped Scout rooms. Introduce to your mother and father the scoutmaster, Mr. Schwartz.

7. Introduce yourself to a girl who has just moved into your neighborhood and who has not yet made any friends.

8. Your father agrees to umpire a baseball game. Introduce to him your captain, John Manning, and the captain of the opposing team, Eugene Timlin.

9. Introduce two friends of yours who you feel should know each other because they have similar interests.

Telephone Calls

Telephone conversations are of frequent occurrence in the home. They may be *social* or *business calls*.

Social telephone calls include all the calls made to friends or acquaintances for the purpose of exchanging information, of extending, accepting, or declining invitations, of expressing our happiness because of the good fortune of a friend or our regret because of some misfortune,

and in speaking of matters in which we are interested. We should avoid prolonged calls that may inconvenience others on the same line.

MODEL: A SOCIAL TELEPHONE CALL

(After dialing the number and receiving an answer)

Greeting Hello, Mother. This is Sarah.

Message Father Doyle came into class today and asked all the girls to go to the game at Eagle Field this afternoon to cheer the team on to victory. May I go? . . . The game should be over by five o'clock. . . .

Closing Oh, thank you, Mother. I'll be careful. . . . Good-by, Mother dear.

CLASS ASSIGNMENT

1. Select a partner and dramatize the following telephone conversation between a young girl and a priest:

HELEN. This is Carr's residence. Helen is speaking.

FATHER CRAWFORD. Good afternoon, Helen. This is Father Crawford. Is Robert at home?

HELEN. No, he isn't, Father. He practices every afternoon with the track team. May I give him a message, Father?

FATHER CRAWFORD. If he returns before six o'clock, Helen, please tell him to call me at the rectory.

HELEN. I'll be glad to tell him to call you at the rectory before six o'clock, Father.

FATHER CRAWFORD. Thank you, Helen. Good-by.

HELEN. Good-by, Father.

CHECK YOUR TELEPHONE CONVERSATIONS:

Is your voice a smiling voice? Clear? Quiet? Musical?

Is your message brief?

Is your courtesy unflinching?

2. Divide the class into groups and let each group prepare and present one of the following telephone conversations:

1. You have an extra ticket for the football game. Extend an invitation to your friend to accompany you.

2. A friend is visiting you from out of town. One of your classmates and your guest are interested in music. Invite the classmate to dinner.

3. Call your Aunt Lucy to thank her for a birthday gift.

4. Call the home of Elizabeth Lane, who is recovering from an operation. Inquire about Elizabeth's health.

5. One of your classmates invited you to go skating with him. Call him and tell him that you have planned to go away and will not be able to accept the invitation.

Business Calls

We should know exactly what we wish to say before we take up the telephone to make a business call. A thoughtful and considerate person does not waste the time of busy people by asking needless questions. When placing an order or making an appointment by telephone, we should first give our name and then transact our business briefly and clearly.

MODEL: A BUSINESS TELEPHONE CALL

Good morning. This is Ellen Discher.

I should like to have a dental check-up. May I have an appointment with Dr. Gray on Thursday afternoon? . . .

Thank you. I shall be in the office on Thursday afternoon at four o'clock. Good-by.

When emergencies arise and we must make telephone calls for assistance, we should try to keep cool. Once we have made up our mind as to what should be said, we should state clearly who and where we are and the reason for our call.

MODEL: AN EMERGENCY TELEPHONE CALL

Dr. Perry, this is Michael Collins, 5346 Catharine Street.

My mother fainted about ten minutes ago and has just regained consciousness. She complains of a severe pain around her heart. Can you come at once? . . . We gave her aromatic spirits of ammonia, Doctor, nothing else. . . .

Thank you, Dr. Perry. We'll tell her to lie still and that you will arrive within thirty minutes.

CLASS ASSIGNMENT

1. Dramatize the following telephone call:

NURSE. Good morning. Dr. Gray's office.

ELLEN. Good morning. This is Ellen Discher. I have an appointment with Dr. Gray for this afternoon at four o'clock, but it will be impossible for me to be there at that time as my mother is ill. May I please come next week?

NURSE. I'm very sorry. Dr. Gray is to attend a dental meeting in Cleveland next week and is making no appointments. Will you be able to come on Monday, November 8, at four o'clock?

ELLEN. Yes, thank you. I will come on that date. I'm very sorry I was forced to cancel today's appointment. Good-by.

2. Place an order for groceries to be delivered before twelve o'clock.

3. Call the grocer to report that the groceries your mother ordered early in the morning have not yet been delivered.

4. Telephone a local store to ask about the price of radios of certain types.

5. Your father is returning from Miami, Florida, by air. Call the airport and ask the time of arrival for Flight 156.

6. Make an appointment by telephone with any of the following persons:

1. A doctor
2. A music teacher
3. Your mother's hairdresser
4. A priest

2. The Second Experiment—in School

There are very many opportunities for conversation in the ordinary exchange of courtesies in school. For example, we may be called upon to direct a stranger whom we meet in the corridor of the school.

MODEL: GUIDING A STRANGER

STUDENT. Good morning. May I help you?

STRANGER. Yes, thank you. I should like to see your principal if she is not too busy.

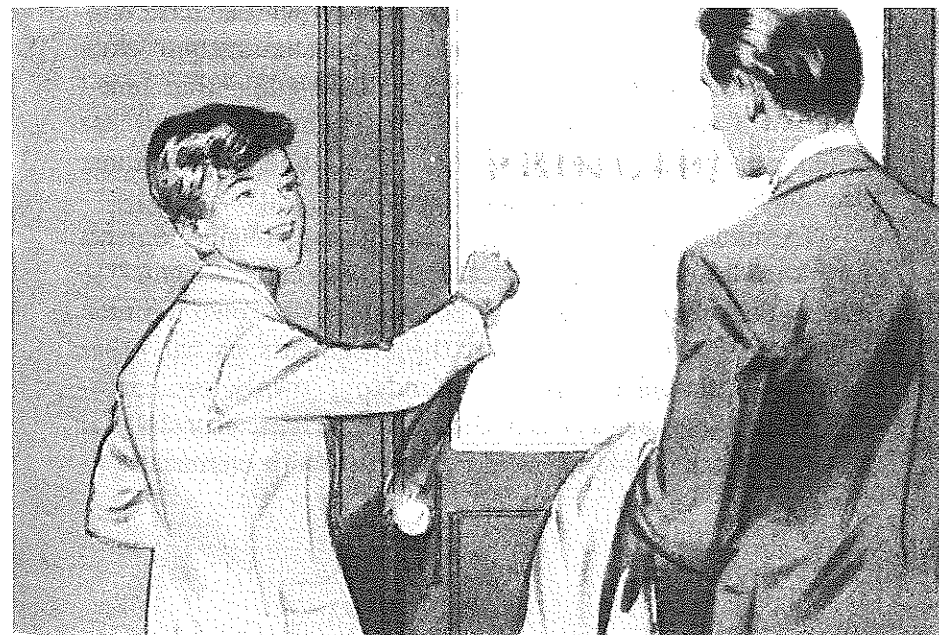
STUDENT. I shall be very glad to take you to her office. Do you have an appointment?

STRANGER. Yes, Mother said she would be free at ten o'clock. *(They walk off together.)*

STUDENT. This is Mother's office. *(He raps gently.)* Please pardon me, Mother. This gentleman wishes to see you.

STRANGER *(bowing)*. I appreciate your kindness in directing me. Thank you very much.

STUDENT *(bowing also)*. You are welcome.



CLASS ASSIGNMENT

Divide your class into groups and dramatize conversations that would arise from the following incidents:

1. The superintendent of schools arrives at your school during recess and asks to be directed to the principal's office. Offer to take him there.
2. Take a visitor to the school library and introduce him to the librarian.
3. You meet a teacher carrying a large number of books to the school building. Offer to carry the books for her.
4. Explain to a new pupil the qualifications for membership in the Safety Squad.
5. Discuss with your teacher new books that might be purchased for the school library.
6. A group of eighth-grade boys call on the pastor to ask his permission to organize a basketball team. Explain that an older brother of one of the boys has offered to coach the team.

Group Discussions

Very much of our happiness in life will depend upon our ability to work with others. No matter what our occupation may be, we shall be a member of some group, club, association, or union. Decisions will be made that affect our own welfare. Shall we be silent while questions are being discussed, or shall we have ideas and present them in such a way as to command respect?

In school we learn to think in a group, to pool our bit of knowledge with that of others for the common good, to sift differences of opinion, to change our own opinion gracefully when we see that the arguments on the other side are stronger, and to defend our own view courageously if we are certain that we are right, especially if the opposite opinion should be against faith or morals.

Informal Discussions

Informal discussions are those in which the class is not organized with elected officers. The teacher or someone appointed by the teacher presides as chairman or leader. A day in advance of the time set for the discussion the teacher may announce: "Tomorrow at oral-expression period we shall hold an informal discussion on the qualities of a true sportsman. I should like the members of the class to come prepared to take part in the discussion by offering helpful suggestions. Paul Curran, will you please act as leader of the discussion?"

MODEL: AN INFORMAL DISCUSSION

(The oral-expression period is in progress. Paul Curran acts as leader or chairman.)

PAUL. In this meeting let us discuss the qualities of a true sportsman. Which do you think ranks first among the traits a good sportsman should possess?

EDWARD. I think loyalty heads the list, Mr. Chairman. A loyal sportsman puts forth his best efforts at all times and under all circumstances, however trying they may be.

GERALDINE. Don't you want to put being a good loser very high on this list? I like to see defeat acknowledged with a smile.

PAUL. Of course, Geraldine. Everyone likes to see the loser sincerely congratulate the winner.

MICHAEL. I always remember a quotation Sister gave us. It was this, "Not failure, but low aim, is crime."

FRANCES. That reminds me that a true sportsman never stoops to anything low, never cheats to win. It would seem to be better to lose every time than to try anything underhand to win.

JAMES. That's a good point, Frances. All the great sports leaders loathed cheating as they would a disease. My father told me that Knute Rockne used to say that our Lady would not be proud to see her boys win if they had to sacrifice honesty to do it.

IT IS THE DUTY OF THE DISCUSSION LEADER:

1. *To see that the discussion is brief and orderly*
2. *To keep the discussion to the topic*
3. *To summarize the points discussed*

PAUL. Will somebody else express his opinion?

GEORGE. A true sportsman should be courteous at all times. There is no place in a game for a fellow who can't treat the other players with the respect he'd like shown to himself.

PAUL. That's a good thing to remember, George. It seems to me that we could sum up this discussion by condensing all these qualities under one heading, courage. If the sportsman has the courage to do the right thing, he will find that all these traits follow. Everything we mentioned calls for courage in some degree. Let's hope that from this talk we will all determine to possess these qualities and so be really true sportsmen!

Notice that it is the leader's duty to keep the discussion moving in an orderly fashion and to sum up the suggestions at the end. Was the discussion lively? Did a number of pupils participate and express their ideas? Did the leader state any conclusion arrived at by the group?

CLASS ASSIGNMENT

Choose a leader and hold a group discussion. Select from the following list the topic you would like to discuss in class:

1. The true meaning of school spirit
2. Types of aircraft
3. How farming has changed in America
4. The value of an extensive vocabulary
5. The proper manner of displaying the flag
6. The qualities a public official should have
7. The importance of fair play
8. The meaning of a vocation

Speaking to the Class

It is only a step from group discussions to reports and formal talks to our classmates on subjects of general interest. Our talks before the class will be more interesting if we plan in advance what we are going to say. The speaker will arouse interest in his audience if he has an effective opening sentence. The details that follow this good beginning sentence must likewise be carefully organized. As we learned in earlier grades, the best way to keep to the topic is to make an outline.

Blanche Owens decided to give a talk on schools, but this subject was too general. She therefore limited her talk to one topic, why we have Catholic schools. The following outline aided her in making the talk:

WHY WE HAVE CATHOLIC SCHOOLS

- I. Maintenance of Catholic schools
 - A. Sacrifices entailed
 - B. Willingness of Catholic parents
 - C. Reason for making sacrifices
- II. Advantages of Catholic education
 - A. Doctrinal instruction
 - B. Preparation for sacraments
 - C. Religious atmosphere and influence
- III. Results of Catholic education
 - A. Good general foundation
 - B. Equipment for life

MODEL: WHY WE HAVE CATHOLIC SCHOOLS

To measure the tremendous sacrifices which Catholic parents make to send their children to Catholic schools would be a difficult task. Why is it that men and women feel themselves well repaid for the effort and the expense of building and main-

taining parochial schools? The answer lies in the satisfaction they find in knowing that their children are enjoying the many advantages of a religious education.

"What are these advantages which the Catholic school claims to give?" someone may ask. Here are a few of them. All through the grades the children are under the influence of religious teachers who strive earnestly to instill in their hearts a love of God and a desire for goodness. At the same time these teachers give accurate instruction in the truths of the faith and the duties and obligations of Catholics. The sacraments are carefully explained, and children are encouraged by word and example to receive them frequently. Moreover, religion is not confined to the catechism period; its influence is felt in every subject taught during the day. The entire atmosphere of the school is Christlike. Pupils learn how to live as Christians.

As the school years pass, the parents realize that all the subjects of the curriculum are well taught and that their children have an adequate grasp of all the fundamentals. When the time comes for boys and girls to take their places in the world, parents are confident that these children go forth well equipped for the battle of life. Catholic education has put into their hands a sword and a shield.

Did the speaker explain why we have Catholic schools? Did she follow her outline? Was the beginning sentence interesting? Was it evident that the speaker had given some thought to her subject; that is, did she have ideas to be expressed?

The Four-Leaf Clover of Good Speech

The good speaker has both mental control and physical control. The qualities of a good speaker are sometimes compared to the leaves of a four-leaf clover:

1. IDEAS. *What* we say is of the most importance. Ideas are acquired from four sources: observation of life about

us; conversation with experienced talkers; reading; our own reflections on what we see, hear, and read.

2. STYLE. *How* we say it also requires attention. Our speech should be grammatically correct, and it should also show careful diction (choice of words) and varied sentence structure.

3. VOICE. Let it be low in pitch, musical, flexible. Speak distinctly, so that everyone understands what is said.

4. POSITION. Stand with body erect, head not too high, eyes holding the audience, hands relaxed.

CLASS ASSIGNMENT

1. Prepare a short talk on any one of the following topics. You may use the beginning sentence, the details to be developed, and the ending sentence suggested for each topic, or you may alter them to suit your own speech:

1. PASTEUR'S SCIENTIFIC ACCOMPLISHMENTS

Beginning sentence Few scientists can look back over a lifetime as full of accomplishments as that of Louis Pasteur.

Details Process of pasteurization; principle of inoculation; isolation of various disease germs; treatment of hydrophobia

Ending sentence The world we live in today is a better one because of the tireless work of this great man.

2. BASEBALL TECHNIQUE

Beginning sentence Since baseball is our national sport, American children should have more than a superficial knowledge of the game.

Details Playing field; position of players; object of game; method of scoring

Ending sentence Whether you are a player or a spectator of this great American game, accurate knowledge should help you to enjoy it more thoroughly.

3. WATER RESOURCES OF THE UNITED STATES

Beginning sentence Water, which has always played an important role in the drama of human existence, is one of the most widely developed resources in the United States.

Details Used for drinking, power, transportation, irrigation, mineral content

Ending sentence We see, then, that the water supply is a vital element in the social and industrial development of our land.

2. Prepare an original talk to be given in your classroom. These are the important steps to be followed: (1) Choose a subject. (2) Limit the subject to one topic that can be covered in a short speech. (3) Make an outline. (4) Prepare an interesting beginning sentence. (5) Follow the outline in developing the topic. (6) Think of a strong ending sentence. The purpose of the speech and the object you have in making it will help you compose this ending sentence.

3. The Third Experiment—Formal Discussions

Formal discussions differ from informal discussions in several ways. Formal discussions are conducted under officers elected by the class. The laws of parliamentary procedure are observed. Only one person may speak at a time, and to do so he must be recognized by the chairman. If any action is to be taken, a motion must be made, seconded, and approved by a majority of the voters.

The officers necessary for conducting the first formal meeting of a class are (1) a temporary chairman, appointed by the teacher or elected by the class, and (2) a temporary secretary, appointed by the chairman. The following is a report of the first formal meeting held by a class of students of your own age.

A FORMAL DISCUSSION: "SHALL WE ORGANIZE A CATHOLIC ACTION CLUB?"

CHAIRMAN (*standing at desk or table*). The meeting will please come to order. Let us rise and say the prayer. (*The pupils recite a short prayer.*) Elizabeth Doyle, will you kindly act as temporary secretary? (*Elizabeth sits down on the right of the chairman.*) The purpose of this meeting is to organize a club. Does anyone wish to make a suggestion?

JANE BRESCH (*rising*). Mr. Chairman, Jane Bresch. (*If the speaker is known to the chairman, she need not give her name.*)

CHAIRMAN (*seated*). Jane Bresch. (*This "recognizes" Jane, giving her the floor, or empowering her to speak.*)

JANE. I move that we form a Catholic Action Club.

JOSEPH FRIEL (*not rising*). I second the motion.

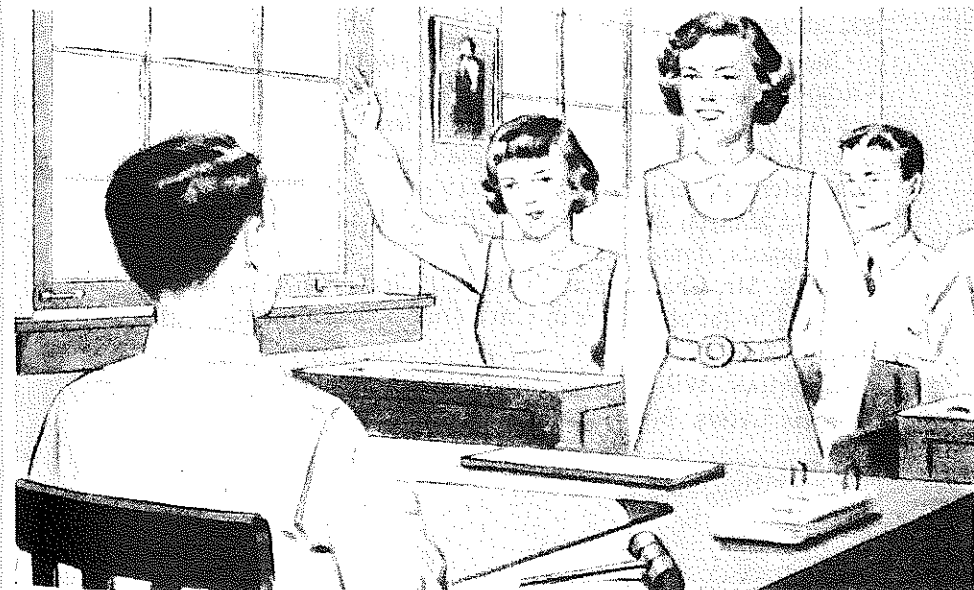
CHAIRMAN. It has been moved and seconded that this class form a Catholic Action Club. Is there any discussion?

CARL CONNOR (*rising*). Mr. Chairman—

JOSEPH WAGNER (*also rising*). Mr. Chairman—

CHAIRMAN (*recognizing the first speaker to rise*). Carl Connor.

CARL. Mr. Chairman, perhaps a Catholic Action Club would be hard for an eighth grade to handle.



JANE. Mr. Chairman, Jane Bresch.

CHAIRMAN. Jane Bresch.

JANE. Mr. Chairman, I think the eighth grade can manage a Catholic Action Club if the organization is kept simple.

CHAIRMAN. Is there any further discussion?

MARGARET DONAHUE. Mr. Chairman, Margaret Donahue.

CHAIRMAN. Margaret Donahue.

MARGARET. Mr. Chairman, I'd like to know just what Catholic Action means.

CHAIRMAN. Will Jane Bresch please tell us what Catholic Action is?

JANE. Mr. Chairman, Catholic Action is an apostolate or mission for the salvation of souls. Its activity begins with trying to make one's own life holy and then trying to win other souls for Christ.

HELEN BOWE. Mr. Chairman, Helen Bowe.

CHAIRMAN. Helen Bowe.

HELEN. Mr. Chairman, how can we carry out this activity?

CHAIRMAN. Your question is out of order now, Helen. We shall discuss it later. Are you ready for the question?

VOICES. Question! Question! (*When a discussion is too long or is out of order, or when speakers wander from the subject, the chairman and members obtain a vote on "the question before the house" in the above manner.*)

CHAIRMAN. It has been moved and seconded that we form a Catholic Action Club. All those in favor say *aye*. (*The majority say Aye.*) Those opposed, *no*. (*Only a few say No.*) The motion is carried. Shall we call the club the Catholic Action Club, or do you prefer another name?

JAMES HANNA. Mr. Chairman, James Hanna.

CHAIRMAN. James Hanna.

JAMES. Mr. Chairman, I think Catholic Action Club is a good title. We might shorten it to CAC. I move we call it the Catholic Action Club.

CHAIRMAN. Will someone please second the motion?

JAMES LYONS. Mr. Chairman, I second the motion.

CHAIRMAN. It has been moved and seconded that we call our club the Catholic Action Club. All those in favor say *aye*; opposed, *no*. The motion is carried.

CHAIRMAN. There remains other business to be transacted. We need a constitution in order that we may have a standard of conduct. Will someone please move that the chairman appoint a committee to draft a constitution to be presented at the next meeting? (*The motion is made, seconded, and carried.*) Thomas Malone, Elizabeth Joyce, and John Rafter will kindly serve on this committee. (*The members whose names are called rise and bow to the chairman.*)

CHAIRMAN. Is there any further business?

WILLIAM MYERS. Mr. Chairman, William Myers.

CHAIRMAN. William Myers.

WILLIAM. I move to adjourn.

RAYMOND COLLINS (*not rising*). I second the motion.

CHAIRMAN. It has been moved and seconded that we adjourn. All those in favor say *aye*; opposed, *no*. The *ayes* have it. The meeting stands adjourned.

The constitution defines the purpose of the club, the qualifications for membership, the duties of the officers, the manner of their election, provisions for amendments, the payment of dues, and the order of business for the meetings. The following model should be of interest to the committee appointed to draw up the constitution.

CONSTITUTION

ARTICLE I.—NAME

This club shall be called the Catholic Action Club (CAC).

ARTICLE II.—AIM

The aim of this club is to foster holiness, first in oneself and then in others.

ARTICLE III.—MEMBERSHIP

Any student of eighth grade is eligible.

ARTICLE IV.—OFFICERS

The officers shall be: a president, a vice-president, a secretary, and a treasurer.

ARTICLE V.—DUTIES OF THE OFFICERS

Section 1. The president presides over all meetings and appoints all committees.

Section 2. The vice-president presides over the meetings in the absence of the president.

Section 3. The secretary calls the roll, keeps the minutes, and takes care of all correspondence.

Section 4. The treasurer keeps the funds of the club and pays all expenses.

ARTICLE VI.—ELECTION OF OFFICERS

The officers shall be elected by a majority of the votes cast. They shall hold office for two months.

ARTICLE VII.—MEETINGS

Section 1. The regular meetings shall be held every Friday morning at eleven o'clock, during the oral-expression period.

Section 2. The president may call other meetings for special purposes as the need arises.

ARTICLE VIII.—AMENDMENTS

This constitution may be amended upon approval of two thirds of the members, provided due notice of the proposed amendment and the date on which it is to be considered is given.

BY-LAWS

ARTICLE I.—ORDER OF BUSINESS

The order of business shall be: call to order, prayer, reading of minutes, unfinished business, reports of committees, new business, entertainment, adjournment.

ARTICLE II.—COMMITTEES

The president may appoint standing committees to take care of different phases of Catholic Action. He also has the power to appoint special committees when the occasion arises.

THE SECOND CLUB MEETING

(The temporary chairman presides. After the prayer he calls on the temporary secretary to read the minutes, or the record of the first meeting.)

SECRETARY (*reading*). A meeting of the eighth-grade class was called to order on November 18 at eleven o'clock for the purpose of organizing a club. Robert Harris, temporary chairman, presided. It was moved and seconded that a Catholic Action Club be formed. After some discussion this motion was passed.

A motion was made and seconded that the club be called the Catholic Action Club. This motion was carried. The chairman appointed a committee to draft a constitution to be submitted at the next meeting. The members of the committee were Thomas Malone, chairman, Elizabeth Joyce, and John Rafter.

The meeting was adjourned at 11:40.

Respectfully submitted,
Elizabeth Doyle, *Secretary*

CHAIRMAN. You have heard the minutes. Are there any corrections? If not, the minutes stand approved as read. The purpose of this meeting is to elect officers for the Catholic Action Club. Nominations are now open for the office of president.

KATHLEEN CAMPBELL (*rising*). Mr. Chairman, Kathleen Campbell.

CHAIRMAN. Kathleen Campbell.

KATHLEEN. Mr. Chairman, I nominate Robert Bresch.

CHAIRMAN. Are there any other nominations?

GEORGE EBERWINE. Mr. Chairman, George Eberwine.

CHAIRMAN. George Eberwine.

GEORGE. Mr. Chairman, I nominate Joan Haggerty.

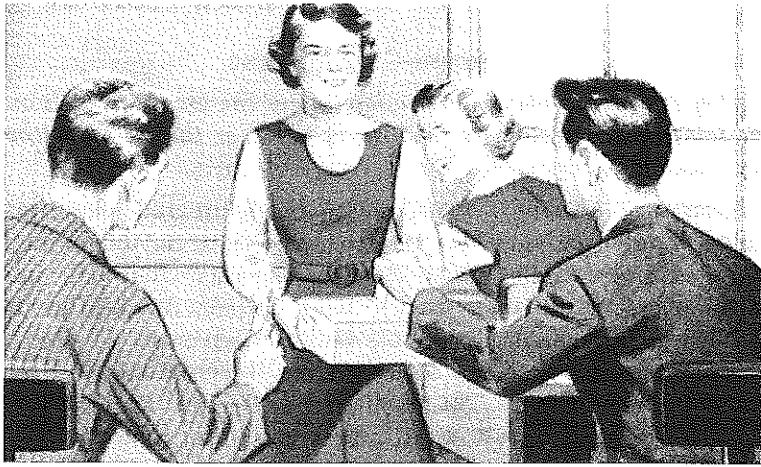
JOHN RAFTER. Mr. Chairman, John Rafter.

CHAIRMAN. John Rafter.

JOHN. Mr. Chairman, I move that the nominations be closed.

CLAIRE McCASSON (*not rising*). I second the motion.

CHAIRMAN. It has been moved and seconded that the nominations for president be closed. All those in favor say *aye*; those



opposed, *no*. The *ayes* have it. We will therefore proceed to the election of a president. Will the secretary distribute the ballots? Please write on the paper the name of the nominee for whom you wish to vote. It is always courteous for a nominee to vote for a nominee other than himself. (*When all the ballots have been written, the chairman proceeds.*) The secretary will kindly collect the votes. Will Mary James and John Curran act as tellers to count the votes? (*The votes are counted.*) There should be forty votes. The result of the voting is twenty-five votes for Robert Bresch and fifteen votes for Joan Haggerty. Robert Bresch is elected president of the Catholic Action Club. (*Robert Bresch takes his place in the chair and conducts the election of the other officers.*)¹

PRESIDENT. The officers elected will kindly take their places up front. Will the chairman of the committee appointed to draft a constitution please make his report? (*The one first appointed to a committee becomes the chairman of that committee.*)

THOMAS MALONE. Mr. President, members of the Catholic Action Club, we submit the following draft of a constitution for the club, subject to the approval of the club. (*It is wise to make cop-*

¹ The election of officers may also be conducted by having those who wish to vote for a certain candidate raise their hands.

ies of the constitution, so that every member may have a copy. If this cannot be done, each article and by-law must be read and voted on separately.)

PRESIDENT. The members will kindly take home the copies of the constitution. We shall discuss the proposed constitution at our next meeting. Thank you, Thomas. The business for today is now concluded. Is there a motion for adjournment?

EDWARD DACEY. I move we adjourn.

ELIZABETH JOYCE. I second the motion.

PRESIDENT. It has been moved and seconded that we adjourn. All those in favor say *aye*; opposed, *no*. The motion is carried; the meeting is adjourned.

At the third meeting the same order of business is followed. Under "unfinished business" comes the adoption of the constitution, voted upon in the usual manner. A discussion may reveal different phases of Catholic Action to be investigated by various committees; such as Catholic Action in the home, Catholic Action in foreign missions, Catholic Action in leisure, and so forth. The president then appoints standing committees—that is, permanent committees—to take care of these phases. An entertainment committee may also be appointed at the suggestion of any member.

Committee Reports

A committee report may be read by the chairman of the committee or by a secretary appointed by him. It should pass the following test:

CONTENT. Does the report cover the problem referred to the committee? Does it express honest opinion? Are the proposals practical for the group?

STYLE. Is the report grammatically correct? Is the expression interesting and forceful?

A COMMITTEE REPORT ON CATHOLIC ACTION IN LEISURE TIME

As chairman of the Committee on Catholic Action in Leisure Time, I beg to submit to the president and members of the Catholic Action Club the following report:

The committee suggests, first of all, charity toward our neighbor as a means of advancing Catholic Action in our leisure time. How can this be done concretely by our members? (1) By being kind in the home to all the family; (2) by visiting sick children in homes or in the hospital; (3) by visiting children in their homes, bringing them toys, fruit, candy; (4) by writing letters to lonely children.

In these four ways the committee feels that the members of the CAC (Catholic Action Club) may advance Catholic Action through the wise use of our leisure time.

Respectfully submitted,
Genevieve McBrearty, *Chairman*

Many clubs open their meetings with the singing of the Catholic Action song, "For Christ the King." This song can be obtained from *The Queen's Work*, St. Louis, Missouri.

PROJECTS FOR A CATHOLIC ACTION CLUB

Campaigning for Catholic Action:

1. Publicity on main and classroom bulletin boards
2. Notices in the school paper, the local paper
3. Talks by members on different phases of Catholic Action
4. Talks by students from other schools on what their schools are doing for Catholic Action
5. Lecture at a club meeting by a guest speaker: (a) a priest of the parish, (b) a missionary, (c) a member of a Catholic organization, (d) a city official

CLASS ASSIGNMENT

1. Discuss the possibilities of organizing a club in your classroom. Decide upon the type of club to be organized and the name. The teacher may lead the first discussion.

2. Elect the officers of the club, following the procedure in this chapter.

3. Suggest other activities for a Catholic Action club.

4. The Fourth Experiment—Choral Speaking

There is no better way in which to experiment with the voice than through choral speaking.

Choral speaking is not a new discovery, but a revival of the old Greek manner of reading poetry. By means of choral speaking moderns have rediscovered the beauty of rhythm, and have thus recaptured not only the melody of poetry, but the thought itself singing in the lines.

A choral-speaking group may be likened to an orchestra. The human voices are the instruments which bring out the music, interpreting the thought. The dark or heavy voices are the brasses; the light voices, the flutes and violins; and the medium voices, the oboes and clarinets. Separately and in chorus, these voices blend to interpret the measures of poetry, in much the same fashion as the instruments interpret the measures of a sonata, a symphony, or a simple rondeau or chanson. Many of the principles of music may be used in choral speaking.

Time and Pitch

A choral-speaking group or choir is governed, as is the orchestra, by time and pitch. In lyric poetry, ringing with joy and gladness, the time is quick; in dirges or solemn poetry, slow and measured. Nonsense rhymes are read in quick time and in a higher pitch, to indicate the merriment that is the basis of their rhythm. Elegies, or songs that mourn the dead (a person or an ideal), are read in slow,

measured time and low pitch. Descriptive poems are read in conversational tone, time, and pitch.

The Director

Every orchestra has its conductor, who blends the instruments into one beautiful whole. So every choral-speaking group has its director, who blends the different voices into one melody.

The director should be a lover of poetry. He should possess a keen appreciation of rhythm, a delicate sensitivity to the effect of the pause, of the inflections of the voice and the relation of these to the interpretation of the lines. For example, a simple, stressed word takes a *falling slide* or *inflection* of the voice:

Fallen cold and dead \

Words that ask a question take a *rising slide* or *inflection* of the voice:

How old are you, friend? /

Words used in pairs take a *rising* and *falling inflection* to avoid monotony of tone:

Blow, / bugle \

Words that are contrasted in meaning, sarcastic, or of double meaning, take a *double slide* or *inflection* of the voice. After a little practice you will learn how to vary the inflection of your voice so as to produce the best possible effect.

Finally, a good orchestra conductor must see that all his instruments are in tune. Likewise, a good director in choral speaking sees to it that the human voices of his choir are in tune. For this purpose he gives tuning-up exercises before every lesson.

TUNING-UP EXERCISES

Breathing is essential to the correct use of the voice.

Exercise. Inhale through the mouth or the nose, inflating the diaphragm, the chest wall, and the ribs; exhale through the sound box or larynx.

Test. Place the hands on the ribs just above the waistline. Feel the expansion and the recession of the ribs with the incoming and outgoing breath.

Correct vowel formation is essential to correct speech. The production of good tone depends upon the position of the mouth. Watch your teacher while she forms the vowel sounds and try to imitate the position of her lips. The following suggestions will help you to pronounce each vowel correctly:

1. Form the vowels with the lips in the correct position.
2. Say the vowels first in low pitch, slow time; then repeat in quick time, high pitch; in conversational time and pitch.
3. Sing the vowels on different notes. Scale work is very valuable for acquiring a musical tone.

You may find it helpful to practice before a mirror until you feel that you are pronouncing the vowels correctly. Many prominent speakers began their training in this way.

Enunciation:

Exercises in vowel practice—oo and woo:

oo oo oo woo woo woo

Exercises in enunciation are an excellent preparation for all speech work and especially for choral speech.

Nonsense jingle spoken in unison:

Coo, coo, coo,
Turtle dove, coo
Moo, moo, moo,
Jersey cow, moo!
Ow, ow, ow; bow, bow, bow
How now, brown cow,
Why do you moo down town?

GROUP WORK: "BLOW, BUGLE, BLOW"

Song from "The Princess," by Alfred Lord Tennyson

- First Voice** The splendour / falls on castle walls //
 And snowy summits \ old in story; //
 The long light shakes across the lakes, //
 And the wild cataract / leaps in glory. //
- Refrain (Unison)** Blow, \ bugle, / blow, \ set the wild echoes \ flying, //
 Blow, / bugle; \ answer, / echoes, \ dying, / dying, \ dying. //
- Second Voice** O hark, / O hear! / how thin and clear //
 And thinner, / clearer, / farther going! //
 O, sweet \ and far / from cliff \ and scar //
 The horns of Elfland \ faintly blowing! //
- Refrain (Unison)** Blow, \ let us hear the purple glens \ replying, //
 Blow, / bugle; \ answer, / echoes, \ dying, / dying, / dying. //
- Third Voice** O love, they die \ in yon rich sky, //
 They faint on hill / or field \ or river; //
 Our \ echoes / roll from soul \ to soul, //
 And grow / for ever \ and for ever. //
- Refrain (Unison)** Blow, \ bugle, / blow, \ set the wild echoes \ flying, //
 And answer, / echoes, \ answer, \ dying, / dying, / dying. //

PREPARATION FOR CHORAL SPEAKING OF "BLOW, BUGLE, BLOW"

1. Read the poem very carefully at least three times until you have made its beautiful pictures your own: the sun shining on the craggy walls and turrets of the old castle, on the green waters of the lakes, and the cataract leaping over the rocks. Hear the bugles echoing and re-

echoing over field and waters, and gradually dying off behind the hills.

2. Notice the phrasing as it is marked in the poem; feel the beat of the measure as you say the poem for yourself.

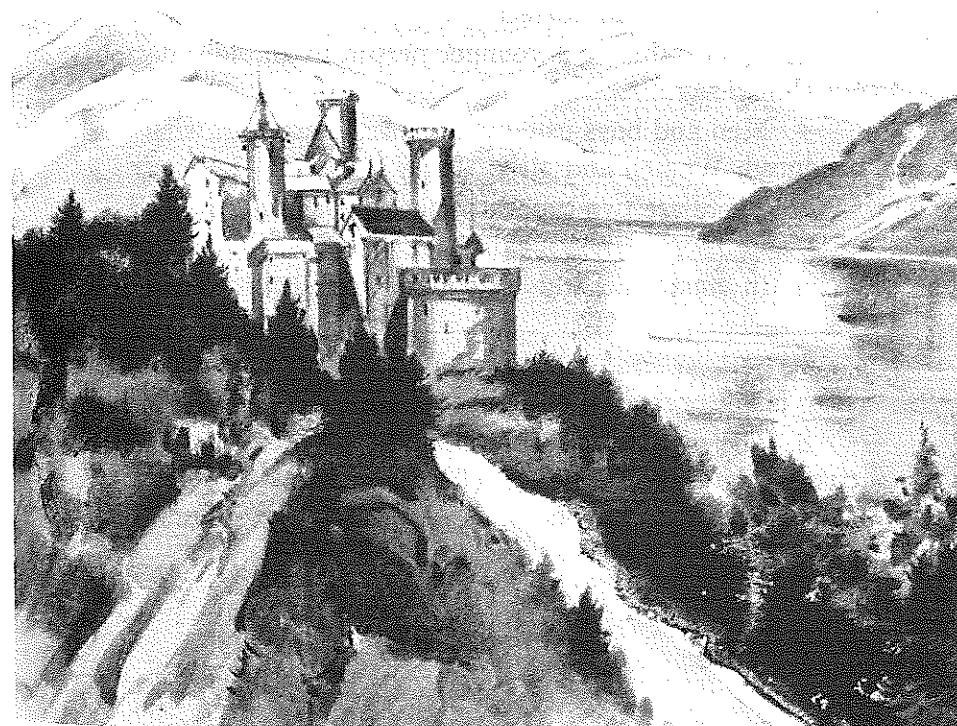
\ is used to indicate a falling slide or inflection.

/ is used to indicate a rising slide or inflection.

// is used to indicate a pause in the rhythm.

3. Do you know the meaning of the last stanza? Make a list of the words you do not know and find their meanings in the dictionary.

4. The whole class should read the poem in unison, then separate into groups, each group trying the three parts marked *First Voice*, *Second Voice*, and *Third Voice*. Go a step further and choose the very best speakers for the



different stanzas, the class taking the refrain as a kind of accompaniment. Be sure not to break the rhythm in the words "dying, dying, dying."

Caution. Avoid slovenly enunciation. Be careful of your mouth position for the vowels, of crisp articulation for consonants. Avoid loudness. Keep your voice soft and low, especially in the refrains.

5. Chapter Challenge

Show that you have mastered this chapter by filling in the blanks in the following statements:

1. A speech laboratory is a place that is devoted to
2. Conversations in the home and elsewhere should be marked by unfailling, clear and low, and correct
3. In introducing a younger person to an older person we should say
4. Men and boys usually when introduced. Women and girls
5. There are two types of telephone calls, calls and calls.
6. In answering the telephone we should give our or first.
7. discussions are those in which the class is not organized with elected officers.
8. The discussion leader should see that: (1) the discussion is; (2) the discussion keeps to; (3) he the points discussed.

9. The best way to keep to the topic in making a speech is to prepare

10. The four-leaf clover of good speech includes: (1), (2), (3), (4)

11. Formal discussions are conducted by and the laws of are observed.

12. The of a club presides over all meetings and appoints all

13. The vice-president presides at the meetings in the absence of

14. The duties of the secretary are

15. The keeps the funds of the club and pays all bills.

16. A club member gains the floor by

17. To make a motion a member and says:

18. The records of the meetings of a club are called

19. is a revival of the old Greek manner of reading poetry.

20. wrote "The Princess."

15. A right angle contains ninety degrees.
16. On which days are the five sorrowful mysteries of the rosary said?
17. Mary and Jane live in the same apartment house.
18. The diameter of that circle is fourteen inches.
19. Whose book is this?
20. Have you met their parents?
21. Lent is seven weeks of preparation for Easter.
22. The United States has five important forest belts.
23. That bag is filled with money.
24. To which class do you belong?
25. Both children told the same story.

FURTHER STUDY OF PRONOMINAL ADJECTIVES

Pronominal adjectives are usually divided into the following five classes:

A demonstrative adjective is an adjective that points out a definite person, place, or thing (*this, that, these, those*).

A possessive adjective is an adjective that denotes ownership (*my, our, your, his, her, its, their, whose*).

A distributive adjective is an adjective that refers to each person, place, or thing separately (*each, every, either, neither*).

An indefinite adjective is an adjective that points out no particular person, place, or thing (*any, all, another, both, few, many, much, several, some, such, and so forth*).

An interrogative adjective is an adjective that is used in asking a question (*which, what*).

EXERCISE 42

Select the pronominal adjectives in the following sentences and tell to which class each belongs:

1. Some pupils have arrived early.
2. I never saw those boys before.
3. Every sin is an act of ingratitude to God.

4. Which course does he intend to follow?
5. Leather has many uses.
6. With what prayer do we praise the Blessed Trinity?
7. Animals do much work on our farms.
8. Has either letter been answered?
9. Every Catholic should carry his rosary.
10. Each state has its constitution.
11. A few books have been replaced.
12. Whose fault was it?
13. Each member of the panel gave a short talk on some phase of the topic.
14. Such work calls for strength.
15. That tree is an elm.
16. Some children have too much money.
17. Every industrious pupil studies his lessons.
18. Those berries are peculiar to this climate.
19. We should dedicate every thought to God.
20. All the men have their support.
21. Many pagans were converted by Saint Paul.
22. What college does your brother attend?
23. You may have another cookie.
24. Neither man is guilty.
25. That statue is my favorite.

POSITION OF ADJECTIVES

1. The usual position of the adjective is before the substantive. Such an adjective is called an attributive adjective.

The child has *bright blue* eyes.

2. A predicate adjective follows and completes a copulative verb.

The room was *large and comfortable*.

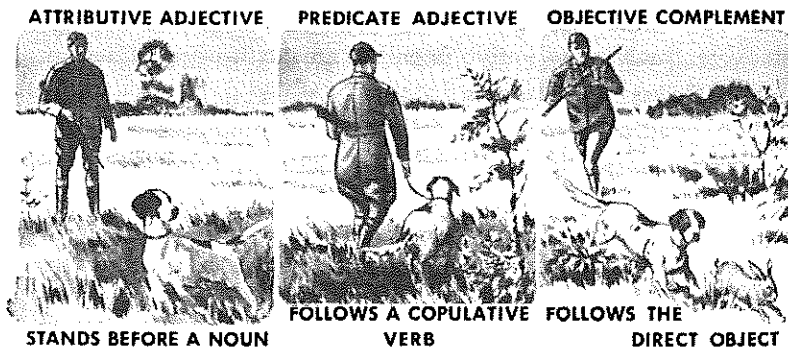
3. An adjective that follows the direct object and at the same time completes the thought expressed by a transitive verb is called an objective complement.

The announcement made him *angry*.

EXERCISE 43

Select the adjectives in the following sentences and give the syntax of each adjective:

1. Michael keeps his desk neat.
2. The faithful nurse became ill.
3. He painted the house red.
4. American skyscrapers have become famous throughout the world.
5. Her new hat is very attractive.
6. He appears indifferent.
7. The plans proved highly successful.
8. The captain seemed eager to start.
9. My mother ironed the collar smooth.
10. The boy looks ill.
11. We consider such conduct rude.
12. The rising temperature caused alarm.
13. The evening weather broadcast made the members of the track team happy.
14. The boys planned a scouting trip.
15. An armed vessel took the prisoner to New Orleans.
16. Mrs. McNamara met many interesting people on her trip around the world.
17. Paul grew restless during the lecture.
18. The rich young man refused Christ's invitation.



19. Joan burned the toast black.
20. He made the board even.
21. He purchased a summer cottage.
22. The stained-glass window was installed yesterday.

COMPARISON OF ADJECTIVES

Comparison is the change that adjectives undergo to express different degrees of quality, quantity, or value.

Most adjectives have three degrees of comparison: positive, comparative, and superlative.

This is a *large* apple. (*Positive degree*)

This is a *larger* apple than yours. (*Comparative degree*)

This is the *largest* apple in the basket. (*Superlative degree*)

The positive degree denotes quality.

The comparative degree denotes quality in a greater or a less degree.

The superlative degree denotes quality in the greatest or the least degree.

METHODS OF COMPARISON

1. Most adjectives of one syllable and some adjectives of two syllables (generally those ending in *ow*, *y*, and *e*) form the comparative degree by adding *er* to the positive, and the superlative degree by adding *est* to the positive.

POSITIVE	COMPARATIVE	SUPERLATIVE
noble	nobler	noblest
merry	merrier	merriest
narrow	narrower	narrowest

2. Adjectives of three or more syllables, and some of two syllables, form the comparative and the superlative degrees by prefixing *more* and *most* or *less* and *least* to the positive form of the adjective.

POSITIVE	COMPARATIVE	SUPERLATIVE
industrious	more industrious	most industrious
thoughtful	less thoughtful	least thoughtful

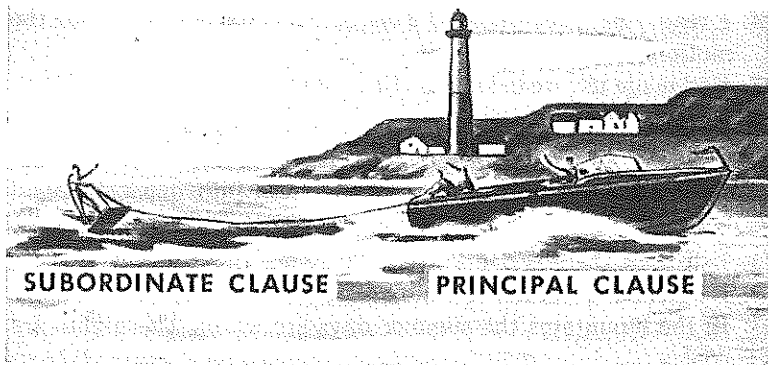
4. The Holy Ghost missionaries labor in Africa. The Maryknoll missionaries labor in China.
5. The crucifix has a figure of Christ on it. The cross has no figure on it.
6. The Council of Trent lasted eighteen years. The Council of Trent condemned the heresies of the Protestant reformers.
7. Ichabod Crane was tall and lanky. His whole frame was loosely hung together.
8. Synonyms are words of similar meanings. Antonyms are words of opposite meanings.
9. Good words cost nothing. Good words are worth much.
10. James Madison was president during the War of 1812. Abraham Lincoln was president during the Civil War. William McKinley was president during the Spanish-American War.

COMPLEX SENTENCES

A complex sentence is a sentence that contains one principal clause and one or more subordinate clauses.

Saint Dominic, who was the founder of the Dominicans, taught the use of the rosary.

This is a complex sentence because it contains one principal clause, *Saint Dominic taught the use of the rosary*, and one subordinate clause, *who was the founder of the Dominicans*.



Subordinate clauses may be adjectival, adverbial, or noun clauses, according to their use in the sentence.

Adjectival clauses are generally introduced by relative pronouns (*who, which, what, that, but, as*) or relative adverbs (*when, where, why*). They are discussed on page 376.

Adverbial clauses are generally introduced by subordinate conjunctions (*as, that, since, because, for, if, then, than, provided, so, though, unless*) or conjunctive adverbs (*after, when, before, since, where, until, while*). An explanation of these clauses may be found on pages 377-78.

Noun clauses are usually introduced by the introductory conjunction *that*. Refer to pages 379-83 for a discussion of the various types of noun clauses.

EXERCISE 156

Point out the principal and the subordinate clauses in each of the following complex sentences. Tell whether each subordinate clause is an adjectival, an adverbial, or a noun clause:

1. I rejoice when I see a rainbow in the sky.
2. Monte Cassino was a famous Benedictine monastery which was destroyed in World War II.
3. He who avoids the temptation avoids the sin.
4. Although Paris and Vienna had their charms, Mary longed for home.
5. When a man is in earnest, his work is half done.
6. The child came when he was called.
7. Father Donovan, who was a Maryknoll missionary, died in China.
8. If you can't help, don't hinder.
9. The general opinion is that they are in Mexico.
10. Father teaches us that we must obey.
11. When the result of the Battle of Gettysburg was announced, the northerners rejoiced.
12. Until you see Yellowstone National Park, you cannot fully appreciate its beauty.
13. When Father returns, we shall go for a ride.

14. Newfoundland, which lies at the mouth of the St. Lawrence River, is a rugged land.
15. Our Holy Father, who is Christ's representative, is the successor of Saint Peter.
16. Interesting and delightful was the trip which we made to California.
17. The books that were sent to the invalid cheered his lonely hours.
18. We admire a person who is sincere.
19. We enjoyed many pleasant days on my uncle's farm when we visited it last year.
20. The last book of the Bible, which is called the Apocalypse, was written by Saint John.
21. I will always obey when my parents command.
22. The grotto of Lourdes now stands where our Lady appeared to Saint Bernadette.
23. Peter was talking about what had been accomplished by the club.
24. Philadelphia, which is the largest city of Pennsylvania, is located on the Delaware River.

EXERCISE 157

Make one complex sentence from each of the following groups of simple sentences:

1. Saint Helena discovered the true cross. She was the mother of Constantine.
2. Mary Magdalene followed Christ to Calvary. She stood beneath His cross.
3. President Monroe issued the Monroe Doctrine. He was our fifth president.
4. The Egyptians made paper from the papyrus plant. This plant grew along the banks of the Nile.
5. Sacagawea was an Indian woman. She helped the explorers Lewis and Clark.
6. The knight wore a coat of mail. It had a hood of steel to protect his head.

7. Charlemagne was the grandson of Charles Martel. Charles Martel defeated the Moors at Tours.
8. Saint Francis Xavier is called the Apostle of the Indies. He belonged to the Jesuit order.
9. Theodore Roosevelt was leader of the Rough Riders. He was also president of the United States.
10. I studied the lesson. The lesson was assigned yesterday.
11. I looked up the river. I saw a beautiful boat sailing. The boat was sailing toward me. The boat was sailing swiftly.
12. The Panama Canal was begun by a French company. The Panama Canal was completed by the United States. The Panama Canal connects the Atlantic Ocean with the Pacific.

COMPOUND-COMPLEX SENTENCES

A compound-complex sentence is a sentence that contains two or more principal clauses and one or more subordinate clauses.

General Sherman had an austere manner, but he was always kind to the men who were under his charge.

EXERCISE 158

Check on your knowledge of sentences by telling whether the following are simple, compound, complex, or compound-complex:

1. We should cultivate confidence in God and faith in the power of prayer.
2. Many decorative and useful articles are made from copper.
3. Do you know the reason why he did not leave the package?
4. The policeman mounted his horse and rode away.
5. The material that was ordered for the building has not arrived, but we shall continue the work without it.
6. Is there a child here who does not enjoy reading about the adventures of Robin Hood?
7. When a pupil understands his work, then it interests him.
8. We should be proud of our many Catholic heroes.
9. Shylock is a character in *The Merchant of Venice*.