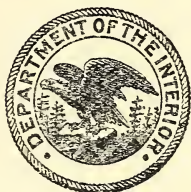


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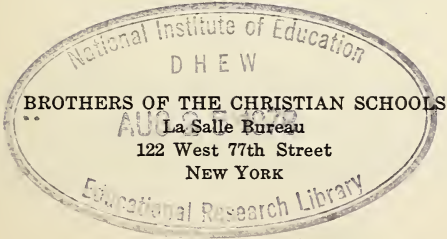
ELEMENTARY ENGLISH

BOOK TWO

Fifth and Sixth Years ✓

U. S. BUREAU OF

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"They that teach others unto justice shall shine as stars for all eternity"

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FOREWORD TO TEACHERS



THIS is the second of a three-book series on English for the use of Elementary Parochial Schools. These books are based on the requirements in English of the Regents of the University of the State of New York and of the New York City Schools, and contain the grade matter called for in English of the syllabi of the Parochial Schools of most of the other States.

Experience has fully shown that the teacher who will conscientiously follow the method and utilize the material provided herein will obtain the desired results in the teaching of English; viz., the ability to speak and write our language with accuracy and facility.

The pedagogical paradox that the "teacher who DOES the MOST ACCOMPLISHES the LEAST" particularly holds true in the teaching of English. For this reason we present a maximum of interesting work for the pupil so that he be not only a listener but a WORKER who must DO the work or it will not be done.

In the early stages of teaching a language it is useless, if not harmful, to center attention upon the dry details of technical grammar. It is this that causes so many pupils heartily to dislike grammar.

The ability to speak and to write elegant English is very largely the result of the imitation of good models and not the result of the mere memorizing of definitions, nor, of the analyzing of sentences and the parsing of words.

Copying neatly in the EXERCISE BOOK has been much emphasized in the numerous directions given, and it is hoped that the teacher will lay even more stress upon this very important matter in the teaching of English. The motto for the teacher and the pupil may well be

“NOT HOW MUCH, BUT HOW WELL”

FIFTH YEAR, FIRST HALF



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DE LA SALLE ELEMENTARY ENGLISH
BOOK TWO
Fifth Year, First Half



FIFTH YEAR, FIRST HALF



1 — TELLING A STORY

The Little Lame Boy

There was once a little lame boy who felt very sad because he could not do what the other boys did.

He could not play with them because he could not walk very well.

One day a good priest came to see him. The priest told him that he could please Our Lord very much if he would just try to be happy himself, and to be kind to every one who lived with him or came to see him. The priest said that if the little boy asked our Blessed Mother to help him, he would find everything very easy.

The little lame boy did what the priest said and he was very happy.

Oral Exercise

Tell the story to your class. Remember to stand erect, face the class, and speak clearly and slowly so that every one can hear you.

Can you compose a story suggested by any one of the following topics?

1. The door bell rang and ——.
2. It was the last inning.
3. My favorite hero is ——.
4. We have a faithful watch dog.
5. Yesterday I saw a very interesting movie.

Hints on Composition

Do you know that when you tell anything, you are making a composition? When you write one or more sentences about any subject you are writing a composition.

To have a good composition all you need to do is to tell your thoughts in a clear, connected way.

When you speak your thoughts you make what is called ORAL composition. When you write your thoughts you make a written composition.

Every time you speak or write a few or many sentences relating to the same thing you make a composition.

Every talk you have with any one is a composition. Every recitation is also a composition.

2 — DECLARATIVE SENTENCES

Read the following groups of words:

1. Two days later Louis stood by Albert's open grave.
2. He saw the coffin let down slowly into its place.
3. He and Albert had been very close friends.
4. They had spent many happy days together in school and at play.

Each of the above groups of words makes complete sense. A group of words that makes complete sense is called a SENTENCE. Write the definition of a sentence in your EXERCISE BOOK. Memorize the definition of a sentence.

Practise

Write neatly five groups of words that make sense. Number each group and tell why each is a sentence.

Begin each sentence with a capital letter.

When the sentence makes a statement (tells us something) it is called a **DECLARATIVE SENTENCE**.

Write the definition of a Declarative Sentence. Memorize that definition.

Exercise

Write a sentence about *each* of five things you see in the classroom. Give five oral sentences about what you see in Church.

Place a period (.) at the end of every Declarative Sentence.

Read all you have written in your exercise and see if you have each sentence correctly written.

Does each sentence begin with a capital letter and end with a (.)?

3 — INTERROGATIVE SENTENCES

Read the following groups of words:

1. What General crossed the Delaware River on Christmas night, 1776?

2. Who betrayed West Point to the British in 1780?

3. Can a person in New York talk to another person in London?

4. Who is the Vice-President of the United States?

5. May I assist you?

Notice that a question is asked by each of the groups above.

A sentence that asks a question is called an **INTERROGATIVE SENTENCE**. Write that definition and memorize it.

The mark at the end of each of the above sentences is called a Question Mark; it is also called an Interrogation Point.

Practise

Write five Interrogative Sentences about your class. In five sentences ask oral questions about your school.

4 — EXERCISE ON SENTENCES

Carefully copy the following sentences in your EXERCISE BOOK; use capital letters properly; also, the marks at the end of each sentence:

1. Bernard studies his lessons very wel .
Does Bernard study his essons well?
2. Helen is very devoted to the Most Blessed Virgin.
Is Helen devoted to the Most Blessed Virgin?
3. Henry is always in time for the opening of school.
Is Henry always in time for the opening of school?
4. God blesses the obedient child.
Does not God always bless the obedient child?

Notice that the Declarative Sentence in each of the above sets is changed into an Interrogative Sentence. Try to find how that change takes place.

Exercise

Give orally five Declarative Sentences and change each into an Interrogative Sentence.

Give orally five Interrogative Sentences and change each into a Declarative Sentence.

5 — PHRASES

The following groups of words do *not* make complete sense, and therefore they are *not* sentences:

- | | |
|------------------------|-----------------|
| 1. On the boat | 3. On his knees |
| 2. By the table | 4. In the desk |
| 5. For a pleasant ride | |

Each of the above groups of words is called a **Phrase**. A **Phrase** is a group of words not making complete sense. Write the definition of a Phrase and memorize it.

Exercise

Add to each of the five Phrases given above such words as will make the statement a Declarative Sentence; as,

1. I had a nice ride on the boat.

6 — GROUPING SENTENCES

Give orally three sentences that will tell something about each of the following:

1. My Little Brother.
2. Selling Newspapers.
3. Helping My Mother.
4. My Little Doll.
5. My Little Pet Dog.

You might say about number 1 something like this:

My little brother will be two years old on May 2. He is a very little fellow. I like to hold him in my arms.

7 — USE OF CAPITAL LETTERS

1. Always begin with a capital letter the names that stand for God; as, The Almighty, The Creator, God the Father, God the Son, God the Holy Ghost.

2. The days of the week; as, Monday, Wednesday.

3. The months of the year; as, February, September.

4. The names of holidays; as, Washington's Birthday, the Fourth of July.

5. The names of religious sects; as, Catholic, Methodist, Baptist.

Exercise

Write the names of the days of the week in one column, and the names of the months of the year in another column in your *EXERCISE*.

Give six oral sentences in which you use some of the names of the days and months above written.

Copy the following little jingle and memorize it:

Thirty days hath September,
 April, June and November.
 All the rest hath thirty-one
 Save February, which alone hath
 twenty-eight days clear
 And twenty-nine in each leap year.



8 — A PICTURE STUDY

How many children do you see in the picture? How old do you think each child is? What are the children doing? What is the man doing? What story do you think he is telling?

Give a name to each person in the picture. How must you begin each name when writing it? What is meant by "Olden Times?"

What is a tale?

At what time of the year was this tale told? What makes you think so?

9 — GROUPING SENTENCES

Give three oral sentences about each of the Topics below. Be most careful to avoid the use of "NOW" and "AND."

Many pupils say, "Now Arnold was a traitor; *now* he betrayed West Point; *now* he left the U. S. Army."

Omit the "NOW" in all such sentences as the above for it makes nonsense out of what you say or write. Arnold did not betray West Point *NOW*; he did so *more* than 150 years ago.

Exercise

Select any three of the following Topics and write three sentences about each one selected:

- | | |
|------------------------------------|---------------------------|
| 1. Our Last Baseball Game. | 3. Skating or Swimming. |
| 2. The Girls in Our Sewing Circle. | 4. Running Errands |
| | 5. Our Arithmetic Lesson. |
| | 6. Helping Mother. |

10 — IMPERATIVE SENTENCES

We have studied something about two different kinds of sentences. Name these two kinds of sentences and define each.

Read the following sentences; be sure to notice the capital letters, and the marks at the end of each sentence:

1. John, please close the door.
2. Mary, bring me the dictionary.
3. Tell your mother I wish to see her, Mary.
4. Honor thy father and thy mother.
5. Always wash your hands before meals.
6. Tell your brother, Mary, that I wish to see him.

Notice that each of the above sentences gives an order or a command; tells you to do something or forbids it.

A sentence that gives an order or command is called an **IMPERATIVE SENTENCE**. Write the definition of an Imperative Sentence and memorize it.

Exercise

Give orally five Imperative Sentences.

The words, *come, go, study, bring*, may help you to form Imperative Sentences.

Notice that the name of the person spoken to is always separated from the rest of the sentence by a comma (,). Notice that the comma (,) is placed right after the name of the person spoken to in an Imperative Sentence; as in the first two sentences above.

11 — MEMORY WORK

Memorize the following stanza of poetry and try to tell it in your own words to the class:

If any little word of ours
Can make one life the brighter,
If any little song of ours
Can make one heart the lighter,
God help us speak that little word,
And take our bit of singing
And drop it in some lonely vale,
To set the echoes ringing.

Caution:

The first word of every line in poetry begins with a capital letter.

12 — EXCLAMATORY SENTENCES

Read the following sentences carefully:

1. Run for your life!
2. Hush! The Angelus bell is ringing!
3. Oh! I am so happy; we won the game!
4. Ouch! You hurt me with that pin!

Notice that each of the above sentences expresses some sudden feeling.

A sentence that expresses some sudden feeling or strong emotion is called an **EXCLAMATORY SENTENCE**.

Write that definition in your **EXERCISE BOOK** and memorize it.

The mark after the word or sentence that expresses strong feeling or sudden emotion is called an **Exclamation Point**.

Exercise

Copy the following sentences, using the proper punctuation marks:

1. Oh how lovely is the sunset
2. O Blessed Mother help me
3. My what a nuisance he is
4. Dear Jesus I love Thee with all my heart

Ask your teacher to help you where you find difficulty.

13 — REVIEW OF SENTENCES

Name four different kinds of sentences you have studied. Give the definition of each kind.

Use words from the following group in your illustrations:

mother	teacher	President	vocation
father	Pastor	arithmetic	vacation
sister	doctor	cousin	grocer
brother	death	nephew	Mayor

14 — CLASS DISCUSSION — SAFETY CAUTIONS

Copy the following sentences:

1. Look in both directions before crossing the street.
2. Never try to get ahead of the trolley car.
3. Remain inside the "Safety Zone" while waiting for a car.
4. Do not touch an electric wire that has fallen to the street.

Tell the class why you consider the above commands to be very important. Notice that each of the above sentences gives a command. What name is given to a sentence that gives a command?

REVIEW

1. What is a sentence? Give orally five sentences.
2. What is a Declarative Sentence? Give five such sentences.
3. What is an Imperative Sentence? Write three such sentences.
4. Give the definition of an Interrogative Sentence.
5. Give orally three Interrogative Sentences.
6. What is an Exclamatory Sentence? Write three such sentences.
7. With what kind of letter must every sentence begin?
8. What kind of sentences must end with a period (.)?
9. What mark is placed at the end of an Interrogative Sentence?
10. Give three rules for the use of capital letters.

15 — ORAL COMPOSITION

Think over the following topics carefully and then be prepared to give orally at least three connected sentences about each:

1. Playing with the fire in either the stove or the gas range.
2. Meddling with the letter box on the street.
3. Troubling the persons in charge of the fruit stands.
4. Going with bad companions.

Caution:

Omit all unnecessary "ANDS" and "NOWS" in talking about the above topics.

16 — ABBREVIATIONS

Name the months meant by the following:

Feb. Oct. Aug. Sept.

The names of what other months have shortened forms?

The short forms are Abbreviations.

Write neatly in your Exercise the following words and their abbreviations:

secretary—sec. professor—prof. Mister—Mr.
 treasurer—treas. company—co. Mistress—Mrs.

Notice that the period (.) is placed at the end of an abbreviation.

Can you tell for which names the following abbreviations are used?

Jas. Geo. Wm. Kate. Jos. Thos.

17 — MEMORY WORK

Memorize the two stanzas below and talk of them to the class:

Suppose, my little lady,
 Your doll should break her head,
 Could you make it whole by crying
 Till your nose and eyes were red?

And wouldn't it be pleasanter
 To treat it as a joke,
 And say you're glad 'twas Dolly's,
 And not your head, that broke?

Suppose your task, my little man,
 Is very hard to get,
 Will it make it any easier
 For you to sit and fret?
 And wouldn't it be wiser,
 Than waiting like a dunce,
 To go to work in earnest,
 And learn the thing at once?

18 — CONTRACTIONS

Read the following very carefully:

- | | |
|-----------------------------------|-----------------------------------|
| 1. I cannot work that problem. | { I can't work that
problem. |
| 2. He is not earnest in class. | { He isn't earnest in
class. |
| 3. They do not care about study. | { They don't care
about study. |
| 4. You were not here yesterday. | { You weren't here
yesterday. |
| 5. We have but three months left. | { We've but three
months left. |
| 6. It is time to go. | It's time to go. |

Notice that,

can't is the same as *cannot*.

isn't is equal to *is not*.

don't is the same as *do not*.

weren't means the same as *were not*.

we've means the same as *we have*.

it's is equal to *it is*.

That little sign (') is called an Apostrophe; one of its uses is to show that a word has been shortened or contracted.

The little sign (') in can't, isn't, etc., shows that a letter has been omitted to make the shorter form.

Name the letter omitted in each of the shorter forms above. In one of the above shorter forms there are *two* letters omitted; name the sentence in which it occurs.

These shortened forms of words are called **CONTRACTIONS**. Write in your EXERCISE the meaning of a contraction.

19 — CORRECTIVE ENGLISH

Ain't—Seen—Done

Never use the form "ain't" in sentences such as, He ain't a good student. It should be, He isn't a good student.

Do not say, They ain't ready. It should be, They aren't ready.

It is much better to omit the word "ain't" from all your sentences, for it means "am not" and can be used with the word "I" only.

Carefully avoid saying, *I seen him*. It should be, *I saw him*. You must never say, *I done it*. It should be, *I did it*.

You may say, *I have seen him*, and *I have done it*.

20 — LETTER WRITING

Copy the following letter of friendship. Give special care to the punctuation:

*278 Marion Avenue,
Bronx, New York,
March 10, 1928.*

My dear Anna,

I am sure you will excuse me if I do not attend the party on Wednesday, March 25.

Mother and I are going to pay a short visit to my Uncle Tom, who is very sick.

I know that you will have a most pleasant time, and I am sorry I cannot be with you.

Your loving friend,

Margaret.

Compose a short letter like the one above. Change the names and pay attention to the punctuation and the capital letters.

21 — SYNONYMS

Give oral sentences in which you use the words in the list below:

small — little

big — large

high — tall

pretty — beautiful

rich — wealthy

quick — fast

Notice that the words in pairs in the above list have very nearly the same meaning; as, *small — little, high — tall, etc.*

Words that have nearly the same meaning are called SYNONYMS.

Write the definition of Synonyms and memorize it.

Synonyms are not exactly alike in meaning; you cannot say, He is a *high* man, when you mean, He is a *tall* man.

Be careful to use the correct word to express your meaning.

22 — INITIALS

Carefully read the following sentences:

1. President Roosevelt often signed his name, T. R.
2. Ulysses Simpson Grant wrote his name, U. S. Grant.
3. Henry Wadsworth Longfellow signed his name, H. W. Longfellow.
4. Doctor James Joseph Walsh is known as Dr. J. J. Walsh.

When we use only the first letter of a person's name we are said to use his *initial*.

If a person has two Christian names, as, John Patrick Browne, we may use the initial of each.

Caution:

Place the period (.) after every Initial.

Jas., Jos., Theo., are *abbreviations*, not *initials*.

23 — DIFFICULT SPELLING

Copy neatly the sentences below and pay special attention to the spelling of the words in *italics*:

1. It made his feet ache to stand in the *aisle*.
2. He stood in the *bow* of the boat.
3. Mary made a very nice *bow*.
4. The baker *kneads* the dough. He needs a hot fire to bake it.

Give an oral sentence for each word in *italics*.

24 — NOUNS

1. John, Henry, Mary, are the names of *persons*.
2. Albany, Chicago, Rome, Utica, are the names of *places*.
3. Apples, candy, chalk, desk, floor, are the names of *things*.

The names of persons, places or things are called **NOUNS**.

Write that definition of a Noun and memorize it.

Practise

Give the names of ten things you see here in the class. Each name you mention is a NOUN. Why?

Give the names of ten things you have noticed in the Church. The name of each thing you mention is a NOUN.

Select from yesterday's reading lesson five nouns.

The name of everything you mention from the reading lesson is a NOUN.

25 — NOUNS (Continued)

Add examples of Nouns to the following list:

1. Animals; such as cat, cow, dog, etc.
2. Things we wear; such as shoes, hats, etc.
3. Food; such as bread, meat, cake, etc.
4. Our studies; such as arithmetic, spelling, etc.
5. Flowers; such as rose, lily, daisy, etc.
6. Parts of a house; such as roof, door, room, etc.
7. Things seen on the table; such as cup, saucer, fork, etc.
8. Names of persons; such as Henry, Mary, mother, etc.

Tell why each name you mention is a Noun.

The name of *anything* you can see, feel or hear, is called a Noun.

Nouns are among the most important parts of speech in the English language, and you should be able to tell a noun at the first glance.

A **NOUN** is the name of a person, a place, or a thing.

Study that definition so well that you will never forget it.

REVIEW

1. What is an abbreviation?
2. Write the abbreviation for January, Wednesday, William.
3. What mark is placed at the end of every abbreviation?
4. Write three common contractions.
5. What does the little sign (') in a contraction mean?
6. What is a synonym? Give a synonym for the words *small*, *quick*.
7. Write the initials for, John Henry Manning.
8. What is a Noun? Write ten nouns in your EXERCISE.

26 — ORAL COMPOSITION

Read the following so carefully that you can talk about it to your classmates:

The Youth of Jesus

When Jesus was twelve years old He went up to the Temple in company with His Blessed Mother and St. Joseph.

Our Blessed Mother returned homeward after the visit was over, and she thought Her Divine Son was with St.

Joseph. She was sad and worried when She found He was not with St. Joseph.

She went back to the Temple and there found Her Divine Son teaching the learned Doctors... Jesus was then doing what the Eternal Father had wanted Him to do.

Jesus came back with His Blessed Mother and St. Joseph and remained with them in their home in Nazareth till He was thirty years of age.



During all the time He remained with His Mother He was very obedient to her in all things. He ran the errands that were needed and helped her in the duties around the house.

When He was old enough he began to learn the trade of carpenter, because St. Joseph worked at that.

Jesus was often tired and hungry as a result of the hard

work He did in the carpenter shop of His foster-father. He was glad to get home in the evening and rest with His Blessed Mother Mary, after they had their poor little supper together.

Boys and young men should often think of the early boyhood of Jesus and try to imitate Him as well as they can. If they do this they will be very happy.

·27 — VERBS

Name the word in each of the following sentences which expresses *action*:

- | | |
|-----------------------------|--------------------------------|
| 1. John eats apples. | 6. Michael drives the car. |
| 2. Mary sings a hymn. | 7. Henry plays ball well. |
| 3. Patrick saws wood. | 8. Catherine sweeps the floor. |
| 4. Susan washes the dishes. | 9. Maggie wrote a letter. |
| 5. Helen lights the candle. | 10. Anna mailed that letter. |

It is the second word in each of the above sentences which expresses *action*.

There are twenty *nouns* in the above sentences; name them.

Practise

Name the *action-word* in each of the following:

- | | |
|-------------------------------------|--------------------------------|
| 1. The boys swim in the sound. | 5. Mary works with her mother. |
| 2. The girls dance on the lawn. | 6. Mother knitted my glove. |
| 3. The conductor takes the fare. | 7. We study English. |
| 4. The policeman caught the robber. | 8. I shined my shoes. |
| | 9. You walked to school. |
| | 10. John hit the ball. |

A word that expresses action is called a **VERB**.

Write that definition and memorize it.

28 — VERBS (Continued)

Give orally sentences in which you use each of the following VERBS:

- | | | |
|---------|----------|---------------|
| 1. run | 6. see | 11. blow |
| 2. walk | 7. write | 12. shake |
| 3. talk | 8. sew | 13. ring |
| 4. eat | 9. break | 14. scratches |
| 5. sing | 10. bite | 15. preaches |

Practise

Write ten action-words (Verbs) from the reading lesson you had yesterday.

Verbs are very important parts in English. Be sure you can tell a Verb (action word) every time you see one.

29 — SUBJECTS

Read each of the following sentences very carefully and tell what word names the performer of the action:

- | | |
|---------------------------|----------------------------|
| 1. The boys play ball. | 7. The mouse watches the |
| 2. The girls sing hymns. | cat. |
| 3. John helps his mother. | 8. The tiger killed the |
| 4. Henry drives the | hyena. |
| machine. | 9. The grocer sells sugar. |
| 5. Peter sells papers. | 10. The doctor visits the |
| 6. The cat watches the | sick. |
| mouse. | |

The word that names the performer of the action in each of the above is called the *SUBJECT*. Name the action word in each of the above sentences.

30 — SUBJECTS (Continued)

Supply such words as will make complete sentences of the following:

- | | |
|------------------|------------------------------------|
| 1. Our Principal | 6. The President of the U. S. |
| 2. My mother | 7. The Governor of our State |
| 3. Bernard | 8. The Pastor of our Parish |
| 4. Our class | 9. The boys of our baseball team |
| 5. Our Sister | 10. The girls in our Sewing Circle |

The **SUBJECT** of a sentence is that of which we speak.

Select from the sentences constructed the word that names the performer of the action. This word is the Subject.

Exercise

Name the Subject in each of the following sentences:

1. My father works in Tiffany's.
2. My brother walks to his office every morning.
3. Margaret sings very sweetly.
4. John studies all his lessons every evening.
5. Our Pastor preaches a sermon every Sunday.
6. The Most Blessed Virgin loves us very tenderly.
7. Good children love our Blessed Mother dearly.
8. Good citizens obey the laws of the land.

Name the Verb in each of the above sentences and tell why it is a Verb.

31 — VOWELS

A letter that can be sounded without the help of any other letter is called a **VOWEL**; as, A, E, I, O, U.

When we sound any other letter, as B or D, we must use some letter with it; as, BEE, DEE, EFF, EX, EN, AR, etc.

The letters that we can sound without help of any other letter are, A, E, I, O, U.

A letter that can be sounded alone is called a **VOWEL**.

Write the definition of a Vowel and study it.

Write the Vowels.

All other letters of the alphabet are called Consonants.

Name ten Consonants of the alphabet. How many letters in our alphabet?

32 — HOMONYMS

Very often we come across words that have the same sound, but with different meaning and spelling. Such words are called **HOMONYMS**.

HOMONYMS are words that sound alike but differ in meaning.

Read the following sentences, paying close attention to the spelling of the words in italics:

Here is my hat.

Do you *hear* what I say?

Did you *see* my hat?

The ship went out to *sea*.

There is your book.

The boys lost *their* marbles.

33 — PREDICATES

Name the subject in each of the following sentences and then tell what is said about each Subject:

- | | |
|--------------------------------|---------------------------------|
| 1. Patrick plays ball. | 7. We say the Rosary in class. |
| 2. Mary studies music. | 8. Henry sang a sweet song. |
| 3. The child drinks milk. | 9. Catherine cleans the dishes. |
| 4. The clock strikes the hour. | 10. Susan helps her mother. |
| 5. Daniel shines his shoes. | |
| 6. Our Sister teaches English. | |

In sentence number one, we say that Patrick plays ball, and we call "plays ball" the Predicate.

That *which is said about the Subject is called the **PREDICATE**.*

Write that definition and memorize it.

Give the Predicate in each of the above sentences.

Practise

Name the Predicate in each of the following sentences :

1. The children play ball in the yard.
2. A good boy always obeys his parents.
3. A good girl is always very modest in word and deed.
4. God loves a good child.
5. Our Angel Guardian protects us.
6. We shall write our English exercises very carefully.
7. John runs errands for his mother before school.
8. Mary sent a letter to her aunt.

The Subject and the Predicate are necessary parts of every sentence.

34 — DICTIONARY STUDY

Do you know the meaning of the word *italicized* in the following sentence?

He was noted for his *bravery*.

In what book would you look for the meaning of *bravery*?

Every word used in the English language can be found in the dictionary.

Would you look in the front part of the dictionary or in the back for the meaning of the word, *bravery*?

Suppose you wanted to look up the meaning of the two words, *broker*, and *breaker*, which would you expect to come first in your dictionary? The first two letters are

the same in each word, but the word *breaker* has for the third letter E and the word *broker* has O. And because E comes before O in the alphabet, you will find *breaker* before *broker* in your dictionary.

35 — PRONUNCIATION

The following list of words needs careful watching in pronouncing them. Pronounce each word aloud till your teacher is satisfied that you can do so correctly:

often	listen	height	poet
pious	safety	real	ruin
castle	nicety	idea	pretty
cruel	throat	law	duty

It is of little use to know how to pronounce and to spell a word unless you can use it in a sentence.

Select five words from the above list and use each in a sentence.

36 — ING, not IN

Many pupils have the habit of leaving out the letter "g" at the end of words such as ringing, singing, evening, etc., and pronounce them ringin, singin, evenin, etc.

Beware of contracting such a bad habit. Pronounce each of the following words till your teacher is pleased and tells you that you do so correctly:

hearing	bringing	watching	evening
walking	swinging	wiggling	morning
talking	ringing	winking	thinking

Give oral sentences in which you use the above words.

37 — MEMORY GEM

O! teach us, holy Mother,
How to conquer every sin;
How to love and help each other,
How the prize of life to win.

To whom is this prayer addressed?

What is sin?

How may we conquer sin?

In what ways can we help each other?

What is the prize of life?

38 — CORRECTIVE ENGLISH**Their and There**

Read the following sentences carefully and notice the correct use of the words *their* and *there*:

1. Their father told their teacher to be exacting with them.
2. There goes the fire engine.
3. Their conduct is very good in class.
4. There goes the ambulance.
5. The dog was lying there on the rug.

From the above you notice the word *their* means possession and the word *there* means a place.

Nothing and Anything

Read carefully the following sentences, and notice the correct use of the two troublesome words, *nothing* and *anything*:

1. I know *nothing* of the affair.
2. I do not know *anything* of the affair.
3. You should have *nothing* to do with it.
4. You should not have *anything* to do with it.
5. John must not know *anything* about the trouble.
6. John must know *nothing* about the trouble.



39 — STUDY OF A POEM

The following beautiful stanza is from "Hiawatha's Childhood," by Longfellow:

At the door on summer evenings
 Sat the little Hiawatha;
 Heard the whispering of the waters,
 Sounds of music, words of wonder.

Then the little Hiawatha
 Learned of every bird its language,
 Learned their names and all their secrets,
 How they built their nests in summer,
 Where they hid themselves in winter,
 Talked with them whene'er he met them,
 Called them "Hiawatha's Chickens."

Who wrote the poem "Hiawatha?"
 Who was Hiawatha?
 What did he learn from the birds?
 Where do birds hide themselves in winter?
 What were "Hiawatha's Chickens?"

40 — FORMING NEW WORDS

Prefixes

By placing the little syllable "UN" before each word in columns *one* and *three* you form new words as in columns *two* and *four*:

1	2	3	4
tie	untie	true	untrue
fair	unfair	lock	unlock
load	unload	veil	unveil

By placing the syllable "DIS" before the following words you form new words:

obey — disobey	loyal — disloyal
honor — dishonor	honest — dishonest
agree — disagree	satisfy — dissatisfy

Practise

Form new words from the following list by using the syllables *UN* and *DIS*:

steady	lace	please
healthy	appear	clean

The little syllables UN and DIS when used as above are called **PREFIXES**. A prefix helps to make new words.

Use each new word in a sentence.

30 EXERCISE IN USING THE DICTIONARY

41 — COMMON WORDS OF DIFFICULT SPELLING

The following words are important and frequently used, but are difficult to spell. One of the best ways to learn to spell correctly is by writing the words in sentences.

Write sentences in which you use some of the following words and pay special attention to the combination of *ei* and *ie*:

seize	believe	fierce	deceive
priest	veins	leisure	sieve
niece	receive	mischief	soldier

Usually it is EI after C — but there are so many exceptions that you must study each word as it comes before you.

42 — EXERCISE IN USING THE DICTIONARY

In the following list find the meaning of each word not clear to you.

First, arrange the words in their alphabetical order.

- | | | | |
|----------|-----------|---------|----------|
| 1. yacht | 3. chisel | 5. duet | 7. royal |
| 2. veal | 4. mutton | 6. bier | 8. loyal |

REVIEW

1. Write a letter to your brother, who is away from home, and thank him for a birthday present which he sent you.

2. Write three sentences to show the use of capital letters.

3. Show the difference between an *abbreviation* and an *initial*.

4. Tell which groups are *sentences*:
- (a) I like to ride on the boat.
 - (b) On his knees in the chapel.
 - (c) Bernard assisted the old lady to cross the street.
 - (d) In the World War for a year.
 - (e) Mary studies her lessons very well.
5. Write in one column of your EXERCISE BOOK all the Subjects, and in another column all the Predicates in the following:
- (a) Catherine washes the dishes for her mother.
 - (b) My father saw the grave of Abraham Lincoln.
 - (c) Patrick runs to the store.
 - (d) My sister Sarah sings in the choir.
6. Name all the Nouns in the four sentences above.
7. Give five oral sentences and name the Verb in each.
8. Write two sentences in which you use the words *their* and *there*.
9. By the use of prefixes form a new word from each of the following:
- like healthy honest clean
10. Give four connected sentences about any of the following:
- (a) My pet dog.
 - (b) My little doll.
 - (c) Swimming or skating.
 - (d) Helping my mother.

43 — ADJECTIVES

Read carefully the following sentences and pay special attention to the words that describe the nouns:

- 1. Mary is a good girl.
- 2. John is a smart boy.
- 3. Peter is a gentle child.
- 4. Bernard owns a black horse.
- 5. Sarah has a white kitten.
- 6. Helen has a new dress.

Name all the Nouns in the above sentences.

Give the word that describes the noun in each sentence.

What word describes each noun in the following?

- | | | |
|---------------|---------------|-----------------|
| a sweet apple | a good boy | a strict father |
| a sour lemon | a smart girl | a rich uncle |
| a ripe peach | a kind mother | a poor sister |

A word that describes a Noun is called an **ADJECTIVE**.

Write the definition of an Adjective and memorize it.

44 — EXERCISES ON ADJECTIVES

Name the words that describe the Nouns in the following:

- | | |
|-------------------------------|-------------------------------|
| 1. I have a sharp pencil. | 7. Catherine has good skates. |
| 2. It was a dark night. | 8. Henry has a tame monkey. |
| 3. Mary has a black hat. | 9. Susan has a small kitten. |
| 4. This is a bright day. | 10. They are good children. |
| 5. The wild horse broke away. | |
| 6. John is a sick boy. | |

Give oral sentences in which each of the following nouns will be described by an adjective:

- | | | |
|-----------|----------|------------|
| 1. mother | 4. apple | 7. brother |
| 2. sister | 5. cake | 8. teacher |
| 3. father | 6. door | 9. orange |

45 — EXERCISES ON ADJECTIVES (Continued)

The following words are Adjectives; write them in sentences in which each describes a noun:

- | | | | | |
|-------|-------|--------|-------|----------|
| heavy | sweet | honest | smart | obedient |
| warm | good | hot | bad | nice |
| lazy | wrong | cold | small | tall |

Name ten nouns that are names of things you see in the class; use each noun with an adjective; as,

the white chalk

the clean floor

the black ink

the beautiful picture

46 — THE STAR-SPANGLED BANNER

First Stanza

Oh! say, can you see, by the dawn's early light,
What so proudly we hailed at the twilight's last
gleaming?

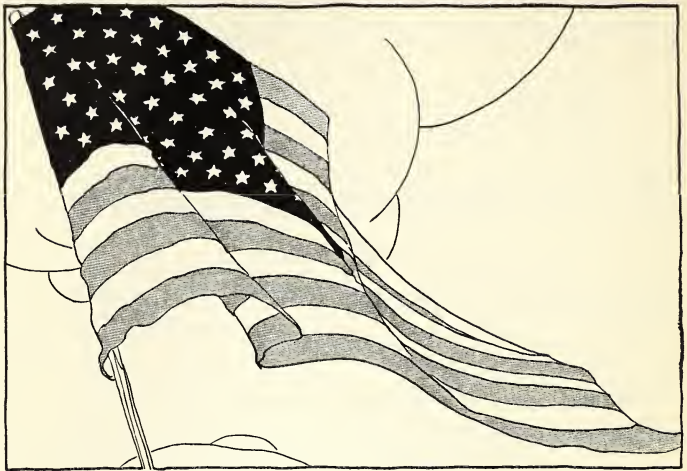
Whose broad stripes and bright stars, through the
perilous fight,

O'er the ramparts we watched, were so gallantly
streaming;

And the rockets' red glare, the bombs bursting in air,
Gave proof through the night that our flag was still
there.

Oh! say, does that Star-Spangled Banner yet wave
O'er the land of the free and the home of the brave?

1. Who wrote this poem?
2. On what occasion was it written?
3. What part of the day is dawn — twilight?
4. To what does the expression "broad stripes and bright stars" relate?
5. In what words does the author tell us that the battle was still raging?



47 — OUR FLAG

A few important occasions on which we should display the Flag. Pay special attention to capitals and punctuation in the following:

1. Independence Day, July 4.
2. Armistice Day, Nov. 11.
3. Decoration Day, also called Memorial Day, May 30.
4. Washington's Birthday, Feb. 22.
5. Lincoln's Birthday, Feb. 12.

Give four or five connected sentences about any one of the above.

48 — FRIENDLY LETTERS

Copy neatly in your EXERCISE the following letters and pay special attention to the Heading, the Closing and the Punctuation:

Barrytown, N. Y.,
Jan. 23, 1926.

My dear Joe,

It is a great pleasure for me to send you word of my arrival here. I am very happy since I came. I never thought any one could be so happy away from home.

Of course I do not forget my dear parents. I often think of you and all my old chums. I shall pray for you all every day at Holy Mass.

*Your friend,
Patrick.*

948 Clinton Ave.,
Rochester, N. Y.,
Dec. 12, 1926.

My dear Marie,

Your kind letter made me very happy. I am glad that you are getting better health now. I have said a prayer every day for you since I heard you were sick.

Dear Marie, you must take good care of yourself. We shall be so happy when we can get out together again to play.

*Your loving friend,
Elizabeth.*

For your home work, in English, bring in a neatly written letter similar to either one of the above.

49 — POINTERS FOR LETTER WRITING

1. Write friendly letters as you would speak if your friends were seated near you while you were writing.
2. Never write a line you would not want your mother to see.
3. Do not write in a careless manner.
4. Put your own address on the upper left-hand corner of the envelope. Can you tell why this will help?
5. It is a very good practise to write a letter to your parents on their birthday, or on any occasion of importance to the family.
6. Always write letters with pen and ink.

50 — ORAL COMPOSITION

Read the story through two or three times. You should then be able to tell it to the class.

The Boston Boys

The British soldiers, in Boston, tried in every way to hurt the feelings of the people, especially the boys and the young men.

In the winter the boys of the city had a sliding-place on the "Common," or large park. They built snow houses and spent much of their free time there.

The British soldiers destroyed their skating-place, pulled down their snow-houses and did all they could to make the little Yankee boys angry.

The American lads resolved to stand it no longer and they went in a body to the Captain, who only laughed at them. This made them all the more angry. Then they went to General Gage and made a most bitter complaint to him about his soldiers.

“WHAT!” said General Gage, “Have your fathers been teaching you young lads rebellion and sent you to show it?”

“Nobody has sent us, sir,” said the leader of the boys. “We have never injured your troops, but they have destroyed our snow-houses, and broken up our sliding-place. We complained to your Captain, but he and his soldiers called us ‘young rebels’ and told us to help ourselves if we could.”

General Gage was in admiration at the courage of the lads and turned to one of his officers, saying “The very children of America draw in the love of Liberty with the air they breathe.”

Then he said to the little boys: “Go, my brave lads, and be assured that my troops will no longer molest you. If they do, you just come to me, and they shall be severely punished.”

51 — CORRECT USE OF SEEN—WENT—DONE

Read the following sentences for the correct use of the above words which are very often misused:

1. I saw John. (Not *seen*.)
2. We have seen him on the street. (Not *saw*.)
3. Mary went home at ten o'clock. (Not *has went*.)
4. Bernard has gone to the Church. (Not *has went*.)
5. I did my best in class yesterday. (Not *done*.)
6. Michael has done well in his examination. (Not *did*.)

The words *seen* and *done* usually require a short word like *has* or *have* or *had* before them, as you notice in the above sentences.

The word *went* never takes the little words, *has* or *have* or *had* before it.

Give five oral sentences in which you use the word *done*.

Use the word *went* in five oral sentences.

REVIEW

1. Write a sentence in which you use an adjective. Underline the adjective.

2. Give the definition of an adjective.

3. Name the adjective in each of the following:

(a) John's little sister loves him.

(b) Mary has a very nice kitten.

(c) A good mother loves her children.

(d) The big dog bit the little girl.

(e) Bernard is a smart boy.

4. Repeat from memory the stanza given in Lesson 46.

5. Name three days on which we should display the Flag.

6. Write a letter to a friend, telling him of your arrival in the country.

7. Give sentences in which you use correctly, *seen*, *went*, *done*.

52 — TO, TOO, TWO

These three little words are troublesome and many pupils find it difficult to use them correctly.

Write very carefully the following sentences in your EXERCISE BOOK and you will find much help with these words:

TO

1. John, go *to* the store.
2. Mary goes *to* Mass often.
3. Henry, bring this *to* your father.
4. Go *to* the office with this note, Peter.

TOO

1. Some girls eat *too* much candy.
2. He swam out *too* far and was drowned.
3. My father works hard; my mother works hard, *too*.
4. A saint likes to pray; he likes to work, *too*.

TWO

1. You may have *two* pieces of cake.
2. I received *two* dollars for a present.
3. James and John were *two* Apostles of our Lord.
4. Henry had *two* cups of milk at breakfast.

Exercise on To, Too, Two

Remember that *two* means a number; as, two boys, two men.

Too sometimes is the same as *also*; as, Mary likes cake; she likes candy, *too* (*also*).

The word *to* is often used to show the relation between two words; as, Come *to* my desk. Go *to* the store. Walk *to* Church.

Give three oral sentences for each of the words, TO, TOO, TWO.

Write a sentence in which you have each of the above words; as, The *two* boys were *too* long in going *to* the store.

53 — BUSINESS LETTERS

*345 Ashdale St.,
Pittsburgh, Pa.,
October 30, 1928.*

*Messrs. A. G. Spalding & Co.,
46 West 42nd Street,
New York, N. Y.*

Gentlemen:

Enclosed you will find money order for three dollars. Kindly send me Catcher's Glove No. 47A in your catalogue.

Respectfully yours,

George Campion.

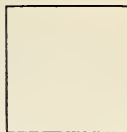
Write a letter similar to the above, using the name of some other firm, date and material ordered.

In addressing the envelope be careful to put your own address on the upper left-hand corner.

Where should the postage stamp be placed on the envelope?

Be careful that you write the address very plainly; you will thereby aid the Post Office to deliver your letter to the proper person.

**G. Champion,
345 Ashdale St.
Pittsburgh, Pa.**



**Messrs. A. G. Spalding & Bros.,
46 West 42nd Street,
New York, N. Y.**

54 — CORRECTIVE ENGLISH

Read the following sentences and pay special attention to the correct form:

1. He broke my pencil. (Not, He broke my pencil on me.)
2. That is as far as he went. (Not, That is all the far, etc.)
3. I saw the boys and the girls. (Do not use an apostrophe in boys and girls.)
4. John is taller than I. (Never John is taller than me.)
5. Mary is very smart. (Not, Mary is kind of smart.)
6. Henry has much money with him. (Not, Henry has lots of——.)
7. My father was very tired. (Not, My father was awful tired.)
8. It was a very cold day. (Not, It was a terrible cold ——.)

55 — PLURALS

Tell which nouns in the following list mean only *one* person or thing and which mean more than *one*:

I	II	III
day — days	bench — benches	tooth — teeth
key — keys	church — churches	goose — geese
clock — clocks	match — matches	man — men
girl — girls	ditch — ditches	mouse — mice

In column ONE we add S to the word that means only *one* to make it mean more than one.

In column TWO we add ES to the word that means but one to have it mean more than one.

In the third set of words we change some of the inside letters of the word meaning one so as to have it mean more than one.

Nouns ending in CH as in column TWO usually add ES to mean more than one.

Nouns that mean but one person or thing are called **SINGULAR**.

Nouns that mean more than one or several persons or things are called **PLURAL**.

Write the definition of *Singular* and *Plural* in your EXERCISE BOOK.

56 — POSSESSIVES

Write the following sentences neatly in your EXERCISE BOOK:

1. Did you see the boy's hat?
2. No, but I did see the girl's glove.
3. I saw John's exercise on Peter's desk.

4. The child's picture is in its father's office.

5. I often ride in my brother's auto.

Name all the words in the above sentences that have the little sign ('). This little mark is called an **APOSTROPHE**.

All these words with that little sign (') show ownership or possession.

Name what each such *word* above owns or possesses.

Exercise on Possessives

Write the possessive form of each of the following nouns:

dog	brother	thief	heroine
bird	mother	saint	fireman
lady	teacher	sinner	woman
father	sister	hero	uncle

Caution:

Some pupils have the habit of putting an apostrophe in every word that ends in S; as,

I saw the boy's on the playground.

The girls' were walking down the avenue.

The words boys and girls in the last two sentences do not indicate possession; they are simply plural nouns and the apostrophe must *not* be used in such cases.

57 — PLURAL POSSESSIVES

Write the following plural nouns and notice that the apostrophe is placed *after* the S in each word:

boys'	doctors'	sailors'	carpenters'
birds'	bankers'	parents'	gardeners'

Each word in the above list is plural (means more than one) and each indicates possession or ownership; as,

The boys' coats are in the closet.
 The bankers' reports were sent to my father.
 The carpenters' tools are in the box.

Give oral sentences in which you use each of the above plural possessives. What difference do you notice in the words *boys* and *girls* in the following sentences?

The girls are very studious.
 The girls' hats are hanging in the closet.
 The boys are playing ball in the yard.
 The boys' baseball shoes are in the locker.

Do not use an apostrophe for plural words unless they show possession.

58 — DROPPING FINAL "E"

Final E is dropped from most words when a syllable beginning with a vowel is added; as,

write — writing	love — loving	skate — skating
hide — hiding	hate — hating	slide — sliding
ride — riding	chide — chiding	make — making

REVIEW

Write the following from dictation:

- When you're ready, tell me.
 - I'm sorry I kept you waiting so long.
 - I've permission to go to the picnic.
 - I'll tell you all about it when I come back.
 - Doesn't he see we're looking at him?
- Write three sentences in which you use the words, To, Too, Two.
- Write sentences in which you use the following words as possessives:
 John heart Mary mother child
- Give the plural of mouse, man, woman.
- Write the possessive plural of dog, man, lady.



WIDE WORLD PHOTO

59 — THE TWO LITTLE KITTENS

Two little kittens, one stormy night,
Began to quarrel, and then to fight;
One had a mouse, the other had none,
And that was the way the quarrel begun.

“I’ll have that mouse,” said the bigger cat.

“You’ll have that mouse! We’ll see about that.”

“I will have that mouse,” said the older son.

“You won’t have that mouse!” said the little one.

I told you before ’twas a stormy night
When these two little kittens began to fight;
The old woman seized her sweeping broom,
And swept the two kittens right out of the room.

The ground was covered with frost and snow,
And the two little kittens had nowhere to go;
So they laid them down on the mat at the door
While the angry old woman was sweeping the floor.

And then they crept in as quiet as mice,
 All wet with snow and as cold as ice;
 For they found it was better, that stormy night,
 To lie down and sleep than to quarrel and fight.

Tell or write the story of "The Two Little Kittens."

60 — PRONOUNS

Notice the words *italicized* in the following sentences:

1. *I* love *my* mother.
2. *My* mother loves *me*.

The words I, MY, ME, stand for my name.

My name is a noun.

Pay attention to the words *italicized* in the following:

1. God loves *us*.
2. *We* should love God.

The words that stand for *Nouns* are called **Pronouns**.

Write that definition and memorize it.

Why are the words I, My, Me, We, and Us, called Pronouns?

Exercise

Use each of the above five Pronouns in oral sentences. Name the Pronouns above that are Singular. Those that are Plural.

61 — PRONOUNS (Continued)

In the following sentences we are writing about *John* and his *parents*, and we may write as follows:

1. *He* loves *his* parents.
2. *His* parents love *him*.

The words *He*, *His*, *Him* all stand for John.

1. *They* love *their* child, John.
2. *He* always obeys *them*.

The words *They*, *Their* and *Them* stand for the noun *Parents*.

Words that stand for nouns are called *pronouns*.

Name the pronouns in the above that are singular.

Name those that are plural.

In the following sentences we may write about Mary and her parents as follows:

1. Mary loves *her* parents dearly. *She* obeys them cheerfully.
2. *Her* parents love *her*.

The words *she* and *her* stand for the noun *Mary*.

1. *They* love *their* little daughter.
2. She loves *them* very much.

The words, *They*, *Their*, *Them*, stand for the noun *Parents*.

Words that stand for nouns are called pronouns.

Name the pronouns in the above that are singular.

Name the pronouns in the above that are plural.

62 — MEMORY WORK

The following from "Hiawatha's Childhood," by Longfellow, is very interesting. Memorize it and be able to tell it to the class:

Hidden in the alder bushes,
There he waited till the deer came,
Till he saw two antlers lifted,
Saw two eyes look from the thicket,
Saw two nostrils point to windward,
And a deer came down the pathway,
Flecked with leafy light and shadow,

And his heart within him fluttered,
Trembled like the leaves above him,
Like the birch leaf palpitated.

Where was Hiawatha hidden? Why was he in hiding?
Describe the deer. What is the meaning of the last two
lines?



63 — THE PRONOUN "IT"

In the following sentences we are writing about the picture of the Little Flower:

1. *It* is a very beautiful picture.
2. I have put *it* into *its* frame.

The words *it* and *its* stand for the noun, picture.

1. I like the pictures of the Little Flower; *they* are beautiful.
2. *They* are now in their frames.
3. I bought *them* yesterday.

The words that stand for nouns are called pronouns. Write that definition in your Exercise Book and memorize it.

The words *they*, *their*, *them* stand for nouns.

In the above five sentences name the pronouns that are plural.

Write sentences using the word *it* and *its*.

Caution:

Do not put an apostrophe in the word *its* when it is a possessive pronoun. You write, *It's* a nice day, because the apostrophe shows that there is a letter omitted.

64 — A LIST OF PRONOUNS

I	we	he	she	it	you	they
my	our	his	hers	its	yours	their
me	us	him	her			them

It will be necessary for you to remember these Pronouns by name. They are called Personal Pronouns.

Use each of the above Personal Pronouns in sentences.

Pronouns are very important words in English, as you will see by the two sentences following:

1. John loves John's mother because John's mother helps John in all John's needs.

2. Mary told Mary's teacher that Mary's mother was sick and Mary could not come to school.

Of course you would never think of writing such sentences, but if we had no pronouns that is the way in which we would have to write them.

65 — CORRECTIVE ENGLISH

Pupils very often make mistakes in the use of Personal Pronouns. Read very carefully the following sentences:

1. Who spoke then? I. (Not me.)
2. Who opened the door? I. (Not me.)
3. He and I always know our lessons. (Not him and me.)
4. She and he are first cousins. (Not her and him.)
5. John and I always walk home together. (Not John and me.)
6. It was they who told John. (Not them.)
7. You and I shall go together. (Not you and me.)
8. He and I shall do the work. (Not him and me.)

Rewrite sentences 4, 5, 7 and 8, using but one word for the subject; as, He always knows his lessons. I always know my lessons.

66 — CLASSIFICATION OF SENTENCES

Read each sentence and tell what kind it is, declarative, interrogative, imperative or exclamatory:

1. Roger Williams settled in Providence, Rhode Island.
2. God rejects the proud.
3. Never say an unkind word to anyone.
4. Is patience difficult to practise?
5. Oh! but impatience causes so much sorrow!

6. The good child usually becomes a good and useful citizen.
7. John, please close the window.
8. Make haste, John!
9. Oh! the sufferings of the souls in hell are everlasting!
10. Do you perform all your class duties well?

Give three oral sentences of each kind, and give the reason for naming them as you do.

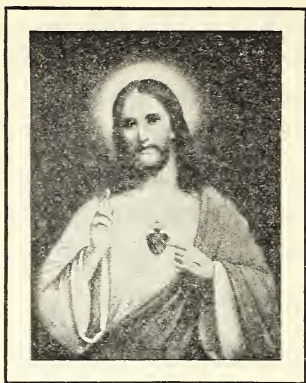
67 — SENTENCE-SENSE]

We recognize the Sentence when we are able to tell just where it begins and where it ends. If you can do so correctly then you have what is called Sentence-Sense.

Exercise in Sentence Recognition

Rewrite the following to show that you recognize where each sentence begins and ends; use the correct punctuation marks and capital letters:

when school closed in june henry browne went into the country to visit his little cousin fred price he had never been in the country before he knew nothing about how his cousin lived fred was very glad to see henry they had a very pleasant time together when the weather was fine they went through the woods and fields henry at first hardly knew a sheep from a cow nor a duck from a chicken he soon learned from his cousin



68 — PICTURE STUDY, TWO MESSAGES

A message from the Sacred Heart;
 What may the message be?
 "My child, my child, give me thy heart —
 My heart has bled for thee."

This is the message Jesus sends
 To my poor heart today,
 And eager from His throne He bends
 To hear what I shall say.

A message to the Sacred Heart;
 Oh! bear it back with speed:
 "Come, Jesus, reign within my heart —
 Thy Heart is all I need."

Thus, Lord, I'll pray until I share
 That home whose joy Thou art.
 No message, dearest Jesus, there,
 For heart will speak to heart.

What is the message that Jesus sends? What message is sent back to Jesus? How is it borne back?

What is meant by "from His throne?" Where is the throne of Jesus?

What is "that home whose joy Thou art?" Why is no message needed there?

Use the word "message" in a sentence of your own. Use the word "errand" in a sentence.

69 — ANALYSIS OF SENTENCES

You sometimes hear that the City Chemist has *analyzed* the water the people drink. This means that he separates the water into the parts that make it.

The watchmaker can *analyze* your watch and tell you the value of its different parts by taking it apart.

So, also, you young grammarians can analyze your various sentences by finding out what are the different parts and giving them the proper names.

Every sentence *Must* have a Subject and a Predicate; it *may* have words relating to (referring to) these parts.

Then, to analyze a sentence is merely to point out the Subject and the Predicate, and to name the words that refer (relate) to these two chief parts.

Point out the Subject and the Predicate in each of the following sentences:

1. The boy eats oranges.
2. Mary sews her apron.
3. The monitor cleaned the board.
4. Columbus discovered America.
5. We brush our teeth daily.

6. Our team won the first game.
7. Girls like pastry.
8. We study our lessons at home.
9. Bernard recites his Rosary.
10. Our Divine Lord loves us.

Each sentence in the above list makes only one statement, that is (i. e.), tells but one thing.

A sentence that makes but one statement is called a **SIMPLE SENTENCE**. Give ten **ORAL** sentences that make but one statement, i. e., ten simple sentences.

Model Analyses

1. ANALYZE:

Good citizens faithfully obey the laws.

1. This is a simple, declarative sentence.
2. It is *simple* because it makes but *one* statement.
3. It is *declarative* because it tells us something.
4. The subject is "*Citizens*" because it is that of which we speak.
5. The predicate is "*faithfully obey the laws*" because it is that which we say about the subject "*Citizens*."

2. ANALYZE:

Will a good Christian be a good citizen?

1. This is a simple, interrogative sentence.
2. It is *simple* because it contains but *one* question (an interrogative statement).
3. It is *interrogative* because it asks a question.
4. The subject is "*Christian*" because it is that of which we speak.

5. The predicate is "*Will be a good citizen*" because it is that which we say about the subject "*Christian.*"

3. ANALYZE:

Obey all just laws faithfully.

1. This is a simple, imperative sentence.
2. It is *simple* because it contains only *one* statement (command).
3. It is *imperative* because it gives a command.
4. The subject is *You*. (The subject is usually understood in imperative sentences — never written out in full.)
5. The predicate is "*Obey all just laws faithfully*" because it is that which we say about the subject *You* (understood).

ANALYZE:

Oh! how dearly the Little Flower loved the Divine Infant!

1. This is a simple, exclamatory sentence.
2. It is simple because it makes only one statement.
3. It is *exclamatory* because it expresses strong feeling.
4. The subject is "Little Flower" because it is that of which we speak.
5. The predicate is "loved the Divine Infant" because it is that which we say about the subject, "Little Flower."

Exercise

Analyze the following sentences according to the models given in the foregoing lesson:

1. Pray for the Souls in Purgatory.
2. Who is the President of the U. S.?
3. We should be kind to animals.
4. Oh! what a beautiful day!

70 — MEMORY GEM

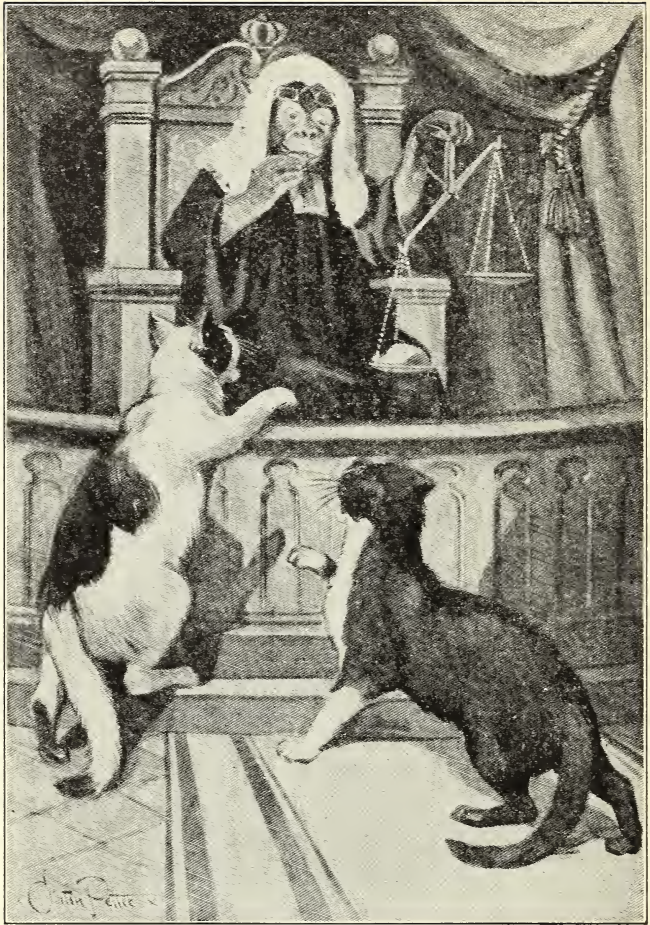
Birds in their little nests agree,
And 'tis a shameful sight,
When children of one family
Fall out and chide and fight.

—ISAAC WATTS.

What is the lesson suggested by the memory gem?
Tell one way in which children may make their homes
happier.

BOOK TWO

Fifth Year, Second Half



STRANGE JUSTICE

FIFTH YEAR, SECOND HALF



1 — STRANGE JUSTICE

Two hungry cats stole some cheese but could not agree how to divide their booty; they therefore went to law, and a cunning monkey was to decide the case.

“Let us see,” said the monkey, with as arch a look as could be. “Ay, ay, this slice to be sure, outweighs the other.” And with that he bit off a large piece, in order, as he told them, to make a fair balance.

The other scale had now become too heavy, which gave this upright judge an excuse to make free with a second mouthful.

“Hold! hold!” cried the two cats. “Give each of us her share of what is left, and we will be content.”

“If you are content,” said the monkey, “Justice is not. The law, my friends, must have its course.”

Upon this he nibbled first one piece and then the other, till the poor cats, seeing their cheese in a fair way to be all eaten up, most humbly begged him not to put himself to any further trouble, but to give them what still remained.

“Ha, ha, ha! Not so fast, I beseech you, good ladies,” said the monkey. “We owe justice to ourselves as well as to you; and what remains is due to me in right of my office.”

Upon this he crammed the whole into his mouth at once, and very gravely broke up the court.

Tell the story to the class. In doing so observe the following:

1. Stand erect.
2. Speak distinctly.
3. Do not hurry.
4. Do not use too many *ands*.
5. Do not say, "He says" for "He said."

Dramatize the story.

2 — QUOTATION MARKS

We make a Quotation when we repeat the exact words of a speaker or writer. What is quoted should be enclosed in quotation marks; as, God said, "Let there be light."

A quotation is generally set off by a comma. Its first word should begin with a capital.

Copy the following sentences, inserting the proper marks of punctuation. Enclose in quotation marks what is said by each speaker:

Let us see said the monkey
 The umpire said Play ball
 My son said the old man give me
 some of that water
 Gluck said Pray don't drink it all
 Oh dear me said Gluck Have you
 really been so cruel
 Cruel said the dwarf.

3 — NOUNS

Read very carefully the following words in the columns below:

1. Jesus	Sarah	Agnes Skelley
Mary	Francis	Thomas Noonan

- | | | |
|-------------|------------|----------|
| 2. New York | Syracuse | Yonkers |
| Maryland | Vermont | Chicago |
| Italy | France | Newburgh |
| 3. apples | newspapers | snowball |
| horses | cabbage | pianos |
| machines | boxes | chalk |

In number one above, the words are the names of *persons*.

In number two, the words are the names of *places*.

In number three, the words are the names of *things*.

Definition: A word that is the name of a *person*, *place*, or *thing* is called a **NOUN**.

Write the above Definition *neatly* in your EXERCISE BOOK.

Notice that the words above which are the names of persons and particular places, begin with a capital letter.

If a person's full name has two or more words in it, *each* word begins with a capital letter; as.

John Boyle O'Reilly,
Henry Wadsworth Longfellow,
Alice Gertrude Noonan,
Thomas Bernard Cummings.

4 — SELECTING NOUNS

Read very carefully the following, and then write in your EXERCISE BOOK the names of Persons in one column, the names of Places in another column, and the names of Things in a third column.

- George Washington was born in Westmoreland County, Virginia, February 22, 1732.

2. Herbert Hoover is the President of the United States.
3. The Iroquois Indians lived in the Mohawk Valley, New York.
4. Mother Elizabeth Seton was Foundress of the Sisters of Charity.
5. The Blessed Sacrament of the Altar is God's greatest gift.

5 — SENTENCE WORK

Write very neatly in your EXERCISE BOOK five sentences containing the following information:

1. The name of your parish Church and its exact location.
2. The name of a large hotel in your city, giving its location.
3. The name of the Governor of your state and his address.
4. The name of the Pastor of your parish and his address.
5. The name of a large river and the state or the states through which it flows.

6 — WRITTEN COMPOSITION

Write five sentences about each of five different places of importance of which you learned in your geography lessons; as,

The Genesee River flows through a very rich valley. This valley is noted for the raising of wheat. The River often overflows its banks, and causes great floods. These floods do much damage to the crops.

The city of Pittsburgh — etc. Complete the foregoing and add four more sentences relating to Pittsburgh.

If you are not sure of the correct spelling of the names of places, consult your geography.

7 — EXERCISE ON CAPITALS

Notice the three different uses of the capital letter in the following sentence.

Every student of history knows that Washington's Birthday is on the 22nd of February.

Note the mark in the word Washington. What is it called, and what does it indicate?

Write a sentence containing the date of the birth of some other great American.

Complete the following:

The feast of All Saints falls on —— ?

Fill out the following:

April Fool's Day is on the —— day of April.

St. Patrick's Day falls on the —— day of ——

St. Valentine's Day is the —— day of —— .

8 — THE APOSTROPHE

In the sentence, *It is now ten o'clock*, what is the use of that little sign in the word "o'clock?" What is it called?

In the sentence, *It's about time for our lesson in music*, what is the use of the little sign in the first word?

The little child loves its mother. Notice that there is no sign in the word *its*, because there is no letter omitted.

9 — THE COMMA

We have already studied about four punctuation marks. Give their names and use them in sentences, one in each.

But now we shall learn about another punctuation mark that is very important.

Copy the following sentences in your EXERCISE BOOK. Take particular care to write the little mark as you see it in each of the sentences:

Peter, please be more attentive to your lesson.

Mother, I shall be very thankful for a piece of cake.

Teacher, may I please leave the class for a few minutes?

Birch tree, give me of your bark.

The little mark after Peter, Mother, Tree, and Teacher, is called a **COMMA**, and one of its uses is to show that a person or a thing has been spoken to. Notice that this is so in each of the above sentences.

Write five sentences in which you use the comma to show that the person or thing has been spoken to.

10 — KINDS OF NOUNS

In the following list of Nouns you notice that some begin with a capital and others begin with a small letter; as,

London	onion	Paris	codfish
butterfly	Thomas	Montreal	candy
Andrew	Mary	hawthorn	Peter
caterpillar	mountains	parrot	James
reindeer	countries	licorice	John

Nouns that begin with a capital letter are called *Proper Nouns*, all the other nouns are called *Common Nouns*.

A **Proper Noun** is the name of a *particular* person, place or thing; as,

Philip	Yonkers	Statue of Liberty
Henry	Maryland	Manhattan College

A **Common Noun** is the name of a class of persons, places, or things; as,

lady	cities	apples
boy	book	days

Exercise

Name the proper nouns in the following sentences:

1. The Rocky Mountains stretch along through Canada and the United States from the Arctic Ocean down to Mexico.

2. Mount Everest is one of the highest peaks in the world.

3. The River Nile is one of the longest rivers on the globe. It flows through the eastern part of Africa and empties into the Mediterranean Sea.

4. In what part of the United States is wheat produced in great abundance?

5. Au Sable Chasm is one of the wonders of the world. It is located in the northeastern section of New York State.

11 — ORAL COMPOSITION

For your English lesson tomorrow each of you will give a paragraph from your history. You may choose the lesson, or you may select something about anyone of the following; as,

1. Washington Crossing the Delaware.
2. Columbus Sailing Across the Atlantic Ocean.
3. The Winter at Valley Forge.
4. The New England Settlers.
5. Col. Lindbergh's Flight to Paris.
6. Around the World with the Graf Zeppelin.

12 — ANTONYMS

Suppose you want to show the difference between a low building and another building near by. You might describe one as high, tall or lofty. All these are the opposites of low. Such words are called **Antonyms**.

old — young	strong — weak	left — right
rich — poor	smooth — rough	late — early
hot — cold	high — low	dry — wet

Use each of the above antonyms in a sentence.

13 — FRIENDLY LETTERS

*72 Brown Street,
Bronxdale, N. Y.,
Nov. 10, 1928.*

Dear Aunt Eleanor,

How did you ever guess that I wanted a wrist watch? The other day I saw a beautiful one in a store window and I wished for one like it. I thank you many, many times for the beautiful present.

Lovingly yours,

Mary Flo.

Exercise

Write a letter using one of the following topics:

1. To your uncle, thanking him for a birthday present.
2. To your mother, thanking her for a Christmas present.

14 — REVIEW OF CAPITALS

The first word of every sentence, and the first word of every line of poetry begin with a capital letter.

Copy the following sentences in your EXERCISE BOOK and use the capital letter according to the above Rule:

1. there are over fifteen hundred pupils in our school.
2. tell me the name of the most important state in the U. S.
3. oh, say! can you see by the dawn's early light, what so proudly we hailed at the twilight's last gleaming—
4. you always do your work very well, John.
5. keep away from bad companions.

The names of the days of the week, months, church festivals, holiday and special occasions commence with a capital letter.

Rewrite the following and put capitals in the proper place:

1. In what month is st. valentine's day?
2. I think it is in the same month as lincoln's birthday.
3. february 22 is washington's birthday.
4. columbus day comes in october.
5. election day is the first tuesday after the first monday in november.
6. We never have school from christmas to new years.
7. We do not go to school during easter week.
8. Our school always has patriotic exercises on flag day.

REVIEW

1. Punctuate the following sentences:
 John said I am going home.
 Where are you going said Mary?
 Peter you may leave the room.
 Mother what do you wish me to do
2. Select the nouns from the following sentences and classify them as common or proper:
 New York City has many high buildings.
 John took the automobile to the garage.
3. Use each of the following antonyms in a sentence:
 old — young
 smooth — rough
 dry — wet

15 — TROUBLESOME WORDS

The words *let* and *leave*, *most* and *almost*, *saw* and *seen*, very often give trouble. Use them correctly. Copy carefully the following sentences and you will be helped in the proper use of these important little words:

LET and LEAVE:

Will you *let* me sharpen my pencil?

May I *leave* the book on your desk?

His father would not *let* him go to the movies.

Her mother made her *leave* the music roll on the table.

The word *let* is about the same as *permit*, as in the above sentences.

The word *leave* means to have a thing remain *where* it is, or to go away from a place, as, Leave the violin in its case. Teacher, may I leave the room?

MOST and ALMOST:

The rich people have the *most* trouble.

You are now *almost* through the lesson.

Most means the greatest; as, Most money, most men, most rain.

Almost means nearly all; as, almost dead, almost ready.

SAW and SEEN:

I *saw* the teacher. John *saw* his father.

I have *seen* the radio. Mary has *seen* her mother.

You have already learned that the little word *had* or *has* or *have* should be used before the word *seen*. Never say, I *seen* him, but, I *saw* him.

16 — USING THE DICTIONARY

Arrange the following words in alphabetical order:

- | | |
|-----------|------------|
| 1. fright | 6. almond |
| 2. chorus | 7. bright |
| 3. cipher | 8. memory |
| 4. caught | 9. keeper |
| 5. height | 10. danger |

You will need to use the dictionary frequently to find the pronunciation and the meaning of words. You will need it, too, many times in order to find the proper syllables in a word. There are so many uses for the dictionary that you should learn to use it and be able to get the right word quickly.

17 — SYLLABLES

In the suggestion above regarding the dictionary the word *syllable* was mentioned. Let us see what is meant

by the word *syllable*. How many sounds do we make in pronouncing each of the following words?

1. man 2. man-ly 3. man-li-ness

There is one sound in the word man; there are two sounds in the word man-ly; and there are three sounds in the word man-li-ness. Each sound is called a syllable.

A **SYLLABLE** is one or more letters pronounced in one sound. There are as many syllables in a word as there are separate or distinct sounds.

Exercise

Write in syllables the following words:

city	country	hand	hero	banner
anvil	captain	teacher	pumpkin	carpenter

18 — SILENT READING

Nearly *all* the reading you will ever do will be reading to yourself, that is (i. e.), silent reading. Very seldom will you need to read aloud to others.

One of the chief difficulties some pupils have in their various studies comes from being unable to understand the meaning of what they read.

This difficulty arises, because too many boys and girls read without an attentive mind.

You must correct any such bad habit as that, and fix the mind very attentively upon the subject you are reading.

Exercise

Read very carefully the following:

Columbus was born in Genoa, Italy. On the third of August, 1492, he set out from Palos, in Spain, to find a

new route to India. His fleet consisted of three ships called the Santa Maria, the Pinta and the Nina. After a dangerous journey he landed, October 12, 1492, on what is now called the Island of San Salvador. He then sailed southwestward and discovered the island of Cuba.

1. Where was Columbus born?
2. From where did he sail?
3. What was the object of his voyage?
4. Where did he land?
5. What word in the above paragraph tells that his journey was not easy?

19 — REVIEW OF PUNCTUATION

Read carefully the following sentences and pay special attention to the punctuation marks. Give the reason for each one:

Period:

1. The United States extends from the Atlantic to the Pacific.
2. If you listen attentively, you will learn more easily.
3. If at first you don't succeed, try, try again.

Interrogation Point:

1. Where did you go yesterday?
2. What must we do to save our soul?
3. How many Presidents since George Washington have we had?

Exclamation Point:

1. What a beautiful day!
2. My! what a storm!
3. Goodness gracious! Mary, where have you been till now?

Comma:

1. Henry, please bring me the paper you are reading.
2. I asked you, Elizabeth, to take this to the Principal.
3. Washington was brave, wise, honest, and prudent.

Quotation Marks:

1. Patrick Henry said, "Give me liberty or give me death."
2. It's "Idleness leads to wickedness," says an old proverb.
3. One little lad held up his hand and said, "I do, teacher."

Apostrophe:

1. The Boys' Club held its regular meeting last night.
2. It's time to give the child its bath.
3. Didn't it rain very hard during the Girls' Outing last week?

NAMES OF (.) (,) (?) (') (!) ("—")

20—THE HYPHEN**Man-ly**

The little stroke between the syllables in the above word is called a **HYPHEN**. One of its uses is to separate words into syllables. It is placed at the end of a line when you cannot write the entire word on that line, as fam-i-ly. Be careful never to split the syllable at the end of a line. For example in the word yes-ter-day, you must not write it ye-sterday, or yest-erday, or yes-terd-ay.

Exercise on Use of Hyphen

Write the following list of words just as you see them

in your book, and then write them in their syllables with the hyphen, as in the lesson above:

poem	satisfy	safety	elevator
pumpkin	prisoner	memory	vegetable

21 — BUSINESS LETTERS

*98 Oceanview Street,
White Plains, N. Y.,
Nov. 8, 1928.*

*La Salle Bureau,
122 West 77th St.,
New York, N. Y.*

Gentlemen:

You will find enclosed a postal money order for two dollars (\$2), for which please send me "The Life of St. John Baptist De La Salle," by Brother Leo.

Yours truly,

Thomas O'Brien.

Exercise

Write a letter on one of the following topics:

1. Order a pair of roller skates from Everlast Sporting Goods Co., 124 Bowery, New York, N. Y.
2. Your team needs a basketball. Order one from Taylor Sporting Goods Co., 48 W. 42nd St., New York, N. Y.

22 — PROVERBS

Copy the following expressions called Adages, or Wise Sayings. It will be a good thing for you to memorize

some of them, for they contain something useful for everyday life:

1. A stitch in time saves nine.
2. Haste makes waste.
3. What is worth doing at all is worth doing well.
4. No use to cry over spilled milk.
5. You never miss the water till the well runs dry.

Choose any one among the above sayings, and write what you think its real meaning is.

Suppose you were to explain No. 5 as follows:

While we have our health, we do not always value it as much as we should. We seem to take it as an ordinary thing, and never feel especially thankful for being healthy. But when we fall into some serious sickness, such as consumption, we then begin to realize how happy we should have been, when we had our health.

Or just think of a poor boy who is blind. How hard it must be for him never to see his dear mother's smiling face, nor ever to behold any of the beauties of nature, such as the lovely flowers and the glorious sunrise and sunset. And we who have our eyesight, perhaps we do not greatly value it.

23 — ORAL COMPOSITION

Read carefully the following story and pay attention to the capitals and the punctuation marks. Be ready to tell this story in your own words.

Many years ago, in Dublin, Ireland, there was a Christmas Tree Festival for the poor children of the locality.

Scores and scores of poor boys and girls stood on the street, waiting for the doors of the hall to be opened.

It was a bitter cold afternoon and some of the very

poorest of the children were not only thinly clad, but were even barefoot.

Among these very poor ones was a bright-eyed little girl who had an old jacket over her shoulders, while her naked little feet were on the icy pavement. She was so cold that she had to hop from one foot to the other to prevent them from sticking to the cold stones. Yet this little girl seemed to be happy, waiting for the little present she expected to get from the big Christmas Tree inside.

Very close to the little girl was a barefoot lad about nine years of age. As soon as he got sight of the little barefoot girl he snatched off the woolen cap he was wearing and laid it on the cold flags (stones) and said to the little girl, "please to stand on that." The little girl did so, and showed how grateful she was by wrapping her poor old jacket around herself and the little lad.

Do you like this little story? Can you give some of the reasons for which you do (or do not) like it? Give them.

Where is Dublin? Can you name any other city in Ireland? What was the cause of the little girl's being barefoot? Do you suppose the little girl and the little boy who were barefoot had all they needed to eat at home?

What are the corporal works of mercy?

24 — MEMORY GEM

The following Memory Gem may be well applied to the little lad mentioned in Lesson 23. Write it neatly in your Exercise.

The heroes are not all six feet tall,
Large souls may dwell in bodies small.
The heart that will melt with sympathy
For the poor and the weak, whoe'er it be,
Is a thing of beauty, whether it shine
In a man of forty, or in a lad of nine.

What is your idea of a hero? Do you think a lad who is always quarreling with his companions is a hero? Was Nathan Hale a hero? What did he do that makes you look on him as a hero? What did Benedict Arnold do that makes you despise him?

25 — EXERCISE IN PRONUNCIATION

Many of the words in the following list are often mispronounced. Copy them neatly and practise pronouncing them till you can *do so correctly and quickly*:

again column umpire breadth regular
 museum writing length library February

Write five sentences, in each of which at least one of the words in the above list will be found; as, I like to go to the museum. Our public library is of very great value to us.

26 — USE OF *A* AND *AN*

Form sentences in which you will place *A* or *An* before each word in the following list. Choose carefully, and where you are in doubt leave a blank and then ask your teacher which is the correct word to use:

onion uniform hour herb union
 egg apple engine hundred hero
 dog umbrella history object

These two little words, *A* and *An* are called Adjectives. Do not use a capital letter for these two little words unless they begin a sentence.

27 — ORAL COMPOSITION

The Cheering Effect of Sympathy

A beautiful story is told of the conversation Lincoln had with a company of ladies who had called at the White

House. It was at a time when he was much discouraged, and then his mouth "looked as if it never smiled." Many of the visitors wished that they had not come. Just then a little Quaker lady said something to him, and at once a great change came in his whole appearance.

"Friend Abraham," she said, "*thee* need not think *thee* standest alone. We are praying for thee. The hearts of the people are behind thee, and *thee* cannot fail. Yea, as no man was ever loved before does this people love thee. Take comfort, Friend Abraham, God is with thee; the people are behind thee."

"I know it," he answered; and his voice trembled. "If I did not have the knowledge that God is sustaining and will sustain me until my appointed work is done, I could not live. If I did not believe that the hearts of all loyal people were with me, I could not endure it. My heart would have broken long ago.

"You have given a cup of cold water to a very thirsty and grateful man. I knew it before. I knew that good men and women were praying for me, but I was so tired I had almost forgotten. God bless you all."

Read the above story and be able to tell it to your classmates.

28 — ANSWERING QUESTIONS

As an exercise in Composition copy very neatly the following stanza from Emerson's CONCORD HYMN, and be ready to give some little account of the Battle to which it refers.

By the rude bridge that arched the flood,
Their flag to April's breeze unfurled;
Here once the embattled farmers stood
And fired the shot heard round the world.

Where is Concord? Who were the "Red Coats" spoken of in the history of this battle? Who were the Minute Men? In what way was Paul Revere connected with this Concord Battle? Was the Concord Battle the first skirmish in the Revolution? Who were the real victors in these first Battles? How was that shot heard around the world?

29 — WRITTEN COMPOSITION

From the following sentences write a short Composition on "How I Spend My Day." Write it just as you would tell it to some of your companions. Write neatly and be careful about the capitals and the punctuation marks.

I get up about —— and after making my toilet (washing, cleaning and dressing), I kneel down and make the Morning Offering, etc.

At —— o'clock I have my breakfast, which usually consists of —— .

After my breakfast I run on errands to the store, etc., etc.

I then get my books and start for school (or to Holy Mass at least a few times a week).

I try to be on time for the opening prayers, which begin at —— .

I always have my home work ready for the teacher. I pay attention to all the lessons and the explanations given.

Our lessons are all interesting, but I prefer the study of —— . I am not so fond of —— .

Before the class is dismissed for noon the Angelus is said. I then go home to lunch. I come back without delay so as not to be late for the afternoon session.

30 — COMMA AFTER DIRECT ADDRESS

Read carefully the following sentences, and put the comma in the proper place. If you are in doubt about some of the sentences, ask for help from the teacher:

1. Henry you should be more earnest at your studies.
2. My dear children I am very well pleased with your neat work.
3. Patrick tell your father I wish to see him.
4. Please say your prayers with more piety Peter.

REVIEW

1. Insert the correct word:
 Will you —— me go to the show? (let — leave)
 It is —— time to go. (most — almost)
 I —— the game last week. (saw — have seen)
 I —— that picture twice this year. (saw — seen)
2. Divide the following words into their correct syllables:

duty	dutiful
beauty	beautiful
3. Punctuate correctly the following sentences:
 Where is my pencil
 Ouch that hurts
 Close that door John
 Its time to leave
 Nathan Hale said I am sorry that I have but one
 life to give to my country
4. Write a letter to a firm ordering a book.

31 — PRONUNCIATION

There are certain words in the following sentences that many pupils mispronounce. Read these sentences and pay special attention to the words *italicized*.

1. We are told that birds of a *feather* flock together.
2. A good boy will never *bother* his mother or *father* or *brother*.
3. Perhaps the other students *rather* go together.
4. The words *this* and *that*, *these* and *those*, *they* and *them*, are not very hard to pronounce correctly.
5. Some pupils make mistakes in the following: as, duty, law, raw, straw, saw, jaw, draw. They seem to put the sound of the letter R at the end of the above words (except duty, which they pronounce as though it were spelled *dootee*) and say *sawr*, *lawr*, etc.

32 — CORRECTIVE ENGLISH

The expressions, *There is*, and *There are*, often cause trouble. Read the following carefully and notice that *There is*, is used when only one person or thing is mentioned, while *There are*, is used when two or more persons or things are spoken of.

1. There is an electric bell in our classroom.
2. There are many bells in our school.
3. There are seven men in that auto.
4. There is a nice picture of the Sacred Heart on the wall.
5. There are six windows in our classroom.
6. There is but one Principal in our school.

Exercise

Write sentences beginning with THERE IS, or THERE ARE, using the following words:

a horse	one dollar
twelve months	thirty days
a pair of shoes	four weeks
sixty minutes	twenty-four hours
the dictionary	a mahogany desk

33 — DRILL ON LONG SOUND OF U

The following sentences contain words that have difficult sounds. Practise pronouncing the words *italicized*:

1. A true citizen knows it is his *duty* to read the *Constitution*.
2. The *music* teacher said that *few* students *knew* the *tune*.
3. He *saluted* his friend on the *avenue*.
4. The cost of the *new* dress was *reduced* on *Tuesday* during the sale.
5. *Few* boys *knew* the reason for the *dew*.

34 — ORAL COMPOSITION

Read carefully the following beautiful story taken from the life of our Divine Savior:

**The Miracle**

Our dear Lord and His Most Blessed Mother were present at a Wedding Feast. Many more guests came than were at first expected by the parents of the couple who had been married. As a result of the great number not expected, it was difficult to supply them all with food and drink.

Seeing this, the Chief Steward came over to our Blessed Mother and told her that there was no more wine. At all the family gatherings in those days, wine was used. It was regarded as a disgrace not to be able to offer some to each of the guests present.

Our Blessed Mother leaned over and spoke quietly to Jesus and simply said, "Son, they have no wine." For she knew that Jesus was able to make the wine by His Almighty power.

She then told the waiters to do whatever her Son might tell them. Jesus simply told them to fill up with water the jars that were empty and bring them to the Chief Steward.

When the chief Steward had tasted the contents he found it the most delicious wine. He was surprised, for he did not know that Jesus had done it. But the waiters who filled the jars with water, knew it was Jesus Who had performed this wonderful miracle.

This was the first public miracle that our dear Lord ever performed. He did it to please His Blessed Mother Mary.

Tell the above Gospel Story to the class in your own words. Do you know what is meant by the Public Life of our Lord?

35 — SYNONYMS

There are a great many words that have very nearly the same meaning and may be used one instead of the other; as in the following, which you will neatly copy:

boy	{	bad naughty cruel	dog	{	little small tiny	man	{	good kind gentle
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Write a sentence for each of the words that refer to boy, and for those that refer to dog, and to man; as, The bad

boy stole the fruit from the stand at the corner. The cruel boy set the large, savage dog to fight the little puppy.

36 — EXERCISES IN SENTENCE BUILDING

Tell something to your class about each of the following persons:

the postman	the engineer	the priest
the doctor	the farmer	the teacher
the conductor	the shoemaker	the soldier
the chauffeur	the cook	the mother
the saleslady	the lawyer	the nurse
the aviator	the brother	the druggist

Your sentences may be similar to the following: The postman is often called the letter carrier. He brings my father a letter at least four times a week. In rain or shine, the postman brings the mail to him.

37 — COMMA AFTER "YES" AND "NO"

Notice the use of the *Comma* in the following sentences which you may copy:

Did your brother enlist in the World War?

Yes, he did, and he was wounded in that War.

Are you sure you know your catechism? Yes, I am sure.

Will you go to High School after you finish the grammar grades? Yes, I will, if my father can afford it.

Do you intend to become a doctor? No, I want to be an engineer, if I can.

Have you been to the Movies lately? No, my father does not wish me to go till he is certain the pictures are good.

You notice in the above sentences that the COMMA is used after the words YES and NO. These two little words are really an answer to the question before them.

Write five sentences in which you will use the COMMA after the words, YES and NO. It may help to tell you that it will be easy if you ask questions that can be answered by *Yes* or *No*.

38 — SENTENCE MAKING

Here are a few of the Wise Sayings of which we spoke in a former lesson. They contain much truth in a few words. Write them neatly and try to compose a few sentences in regard to each that show that you understand their meaning:

1. Little by little the bird makes its nest.
2. Where there's a will there's a way.
3. Great oaks from little acorns grow.
4. Take care of the minutes and the hours will take care of themselves.
5. Take care of the pennies and the dollars will take care of themselves.
6. If at first you don't succeed, try, try again.

Your sentences about one of the above proverbs may be similar to the following: On the ground in the country you may see a little round seed that has fallen from the oak tree. This little seed, which is called an acorn, if placed in the ground, will grow to be as large as the oak tree from which it fell.

In the same way you see a little babe in the cradle. It cannot take a single step nor do anything for itself. In after years that little babe may grow to be a big, strong man who can accomplish wonderful deeds.

39 — CORRECTIVE ENGLISH

You and Me

They invited you and me to the picnic. (Not *you* and *I*.)

The teacher gave the pictures to you and *me*.

It is a pleasure for you and *me* to help each other.

The Principal asked you and John and *me* to sing in the choir.

My parents want you and *me* to have dinner with them today.

You and I

You and I are invited to the picnic.

You and I like to help each other.

You and I are invited to have dinner at John's home.

We and Us

We boys will play ball tomorrow afternoon if the weather be fine.

It was *we* who won the game last Saturday; score 10-7.

He told *us* that we should prepare to win the battle of life.

We must always allow the umpire to decide between *us*.

The money for the lunch was given to Henry and *us*.

Exercise

Put the proper word, YOU, WE, US in the blanks in sentences below:

1. Is it — who made the mistake?
2. They and — went home.
3. He spoke to Patrick and — .
4. It is — who did it.
5. Give the ball to — boys.

40 — HOMONYMS

Very often we come across words that have the same sound, but have different meanings and spelling. Even small words of that kind may cause us some trouble. Here are a few. They are called Homonyms:

all awl	}	Do not <i>all</i> shoemakers use the <i>awl</i> ?
alter altar		The Pastor intends to <i>alter</i> the main (high) <i>altar</i> .
so sew sow	}	My mother wants me to <i>sew</i> my dress. I shall do <i>so</i> .
		The farmer wishes to <i>sow</i> wheat, <i>so</i> he plows the land.
bury berry	}	The seeds of a <i>berry</i> will grow if you <i>bury</i> them.
		We <i>bury</i> the dead.

41 — ORAL COMPOSITION

Read very carefully the following story and be prepared to tell it to the class in your own words:

Be Yourself

A very wealthy man had invited several friends to a banquet in his own home. While all were seated at table, two very small and gaily dressed visitors entered. They looked like a lady and a gentleman of rank. Their faces were masked, and they wore very rich jewels. The gentleman had on a bright scarlet cloak, and on his hat were a silken cord and tassels and a plume.

The little lady was dressed in silks and satins and had a smart little bonnet on her head. She wore white kid slippers and looked like a Queen.

These two danced with some ease up and down the large dining-hall, making rather peculiar sounds with

their mouth, which was also covered or masked. The guests seemed delighted, but one of them, a venerable veteran of the Civil War, suspected the real nature of the dancers, and he threw an apple at them and they at once stopped dancing and scrambled for the apple till their masks fell off as they fought each other. And, lo, in place of the little lady and the gentleman, there were only two very ugly, vicious-looking monkeys.

Many of the guests broke out into laughter and clapped their hands, but the old General sternly rebuked them and, turning to the host who had invited him, said: "Monkeys and fools may decorate themselves with fine clothes and jewels, but sooner or later their real nature will be unmasked, and they will be the objects of ridicule and contempt."

42 — LAY, LIE

Pay very great attention to the words *italicized* in the following sentences. They are often used incorrectly:

1. Please *lay* the book on my desk.
2. We should not *lie* directly under the sun's strong rays.
3. We should *lie* very quietly when we go to rest at night.
4. The bricklayers can *lay* a great number of bricks in a day.
5. John, *lay* these two books on the table.
6. The twins *lie* in their little cradle.
7. I *lay* under the tree yesterday. I like to *lie* in the shade.

The above words *lie* and *lay* cause some trouble to use correctly; study carefully the above sentences and notice

that *lay* in such cases as in sentence 1 means about the same as to place a thing. Lay the book, or place the book.

Lie in the above sentences means to rest or recline, as in number two, *lie* under sun, or rest under sun.

Exercise

Fill in the blanks in the following sentences with the correct word, *lie* or *lay*:

1. The nurse —— the little baby in its warm crib.
2. She coaxed the little one and said, —— still and go to sleep.
3. The babe would not sleep but —— there laughing at the nurse.
4. The nurse —— down and soon was fast asleep.
5. Mothers seldom —— down in the middle of the day.
6. —— the books on my desk when you are finished with them.

Write three sentences in which you will have the word *lie* (recline or rest) used correctly. Read each sentence to the class.

43 — SILENT READING

The Uses of Timber

For house building pine wood is chiefly used. North Carolina is remarkable for its forests of pine, which furnish lumber, turpentine, pitch, resin, and tar. The consumption of pine wood for matches is enormous. Tracts of pine forest, hundreds of acres in extent, are annually felled to supply timber for this purpose. Pine wood is familiarly known as white or yellow.

Read the above passage, then answer the following questions:

1. Give two uses for pine wood.
2. What state has large pine forests?
3. Besides lumber what else comes from pine trees?

44 — MEMORY GEM

If just ambition rightly rule
The golden years you spend at school,
You will not waste the measured power,
Nor idly spend one precious hour.

Then fill each hour with what will last,
Buy up the moments as they go;
The life above when this is past,
Is the ripe fruit of life below.

— W. C. BRYANT.

45 — TO, AT, BY

Read the sentences that follow and pay special attention to the words *italicized*. Reread the sentences several times so that you can easily use the words properly.

To

My mother spoke rather sternly *to* me.
John went *to* bed last night at nine o'clock.
I am going *to* Mass and then *to* school tomorrow morning.

At

We must never laugh *at* such stories, nor listen to them.
My sister May is *at* home with my mother.
My cousin Henry is staying *at* our house for a week.
I met Henry and Helen *at* the Entertainment in the Hall.

By

We walked *by* my cousin's house, but did not go in.
 Port Jervis is surrounded *by* a mountainous ridge.
 My brother Peter is employed *by* the City.
 The picture was given *to* me *by* my sister Margaret.

Exercise

Fill in the blanks in the following sentences with the correct word, either *to*, *at*, or *by*:

1. If you be on time, you may have a dish of cream
 — supper.
2. John was on his way — Church, when he heard
 the school bell.
3. My aunt Mary lives — our home.
4. John's father sent a note — the teacher — his
 little sister.
5. Henry spoke — Mr. Brown's chauffeur —
 Macy's.
6. I went — bed last evening — nine o'clock.
7. The dictionary is — the teacher's desk; I want
 — look — it.
8. When Mary is — home, she helps her mother
 — do housework.
9. Bernard is employed — the druggist.

46 — ORAL COMPOSITION**The Paragraph**

Give five or more correct sentences about any one of the following topics:

1. My visit to the public library last Saturday.
2. My birthday party at home last Sunday.

3. What you heard the Priest say from the Altar last Sunday.

4. Some of the errands I do for mother before and after school.

Be sure that your sentences all refer to the topic or special thing about which you are writing; as, in No. 2. I was very happy last Sunday because it was my eleventh birthday. Every one at home was very kind to me. My dear mother and father gave me a nice present. I shall always keep it in memory of their goodness to me. I got up early, assisted at the eight o'clock Mass and received Holy Communion. We had a very good dinner with a large birthday cake. It had eleven candles on it in honor of my eleven years.

Here is a pretty birthday verse to write in your friend's album:

Candles aglow with birthday cheer
Shine on the trail of mem'ries dear;
While thoughts turn back, as oft they do,
To other days, and years, and you.

REVIEW

1. Fill in with the correct word:

There —— three pencils in my box. (is — are)

There —— a beautiful statue in our classroom.
(is — are)

2. Give a short talk on one of the following topics:

My Doctor.

Our Priest.

Our School Nurse.

3. Use the proper word — You, We, Us — in the blanks in the sentences below:

It is — who are wrong.

They and — went to the game.

4. From the following list of words select those having the same, or nearly the same, meaning:

bad

wicked

cruel

little

naughty

small

5. Use the following words in sentences:

all

awl

so

sew

sow

47 — THESE, THOSE, THEM

The following sentences will enable you to use correctly the word *them*, which is frequently misused:

These books belong to me, and I must be careful of *them*.

These girls belong to the Sodality; it does *them* much good.

It can never refer to the word that follows it.

These readers are also very interesting. We like *them*.

These arithmetic problems are very difficult, but I think we can solve *them*.

Notice that the word *them* means *more than one*.

You may say, I have *these* books; but you must not say, I have *them* books.

You may say, I like *those* boys; but you must not say, I like *them* boys.

those pencils

I have *them*

those exercise books

I must keep *them* neat

these chairs

We paid three dollars for *them*

these copy books

We must not blot *them*

Never say,	but say,
them desks,	these or those desks,
them books,	these or those books,
them boys,	these or those boys,
them games,	these or those games,
them pens.	these or those pens.

Exercise

Fill in the blank spaces in the following sentences with the right word, either *these*, *those* or *them*:

1. You must not touch — papers.
2. — girls said they belong to — .
3. Do you recognize — men?
4. Yes, I saw — at our Festival in May.
5. What do you wish me to do with — pencils?
6. You may hand — to the monitor.
7. Do — children come to our Church?

48 — ABBREVIATIONS

Study the following abbreviations and then be prepared to use them in sentences:

Street, St.	Post Office, P. O.	Senior, Sr.
Avenue, Ave.	Lieutenant, Lieut.	Junior, Jr.
County, Co.	Doctor, Dr.	Governor, Gov.

49 — CLEARNESS IN LETTER WRITING

A friend of yours has just written to you that he is coming to visit you. He asks for some directions as to how to get to your home after he reaches the railroad depot. Write him an answer in which you tell him what car he will have to take to reach your house. Express

your regret at your inability to go to the depot, as you are having examinations, and there is no one at home that you could send to meet him.

50 — WAS, WERE

The dog *was* barking.
 The dogs *were* barking.
 The girl *was* singing.
 The girls *were* singing.

In speaking of one person or thing, we use *was*. When more than one person or thing is spoken of, we use *were*.

Were is used with *you* whether we mean *one* or more than one person.

Exercise in Was, Were

Use *was* or *were* properly in the blank spaces:

You — with me at the Church yesterday.

I — not at home when the Pastor called at our house.

We — together on the way to school.

The lesson in arithmetic — very difficult.

My little baby sister — sick yesterday.

Henry — not ready for class.

All the pupils — in the class on time this morning.

You — late twice this week.

51 — SENTENCE BUILDING

Look carefully over the words in the following list and be ready to give sentences in which each occurs:

1	2	3
saw	has flown	he and I
sang	have driven	him and me
blew	has thanked	she and he
ran	have thrown	her and him
seen	have ridden	they and them

52 — SUFFIXES

If I write, "John was speechless," I mean that he had not the power to speak (at least for the time being). The syllable *less* in the word *speechless* means *without*, *not having*.

Tell what each of the following words means, and then write each word in a sentence in your Exercise Book:

hatless endless careless painless restless
lifeless worthless useless friendless noiseless

That syllable **LESS** placed at the end of a word is called a **SUFFIX**.

Show the difference between a **SUFFIX** and a **PREFIX** by giving an example of each in two sentences.

53 — FRIENDLY LETTER

78 West Fourth St.,
New York, N. Y.,
September 23, 1928.

My dear Friend Bob,

How often I think of you and of our pleasant days together. I frequently talk to my friends here about the good time we had, when I was at your home, and how kind your mother was to me.

I wish that you would write to me and tell me what you are doing after school hours. I heard you are on a baseball team. How many games has your nine won?

Your friend,

Fred.

Exercise

Using the foregoing letter as a model, write the answer you imagine Bob would give.

54 — ADJECTIVES

Bernard was a

}	studious
	nervous
	pious
	little
	bright
	happy

boy. *Mary is a*

}	good
	tall
	young
	earnest
	Catholic
	sickly

girl.

You see that the words before *boy* tell us something about him. The words before the word *girl* also tell us something about her.

These words are said to relate to the *noun* *boy* and the *noun* *girl*.

(You know the meaning of the word *noun*? What is it?)

There is quite a difference expressed by the two sentences: "I saw a large bird," and "I saw a small bird."

The difference is expressed by the two words, *large* and *small*. These words, *large*, and *small*, describe the noun *bird*.

Words that describe a noun are called **ADJECTIVES**.
What, then, is an **ADJECTIVE**?

Exercise on Adjectives

Adjectives help us to vary our sentences and to speak with more clearness. How often one hears a child say, "Oh! that's an *awful* hard lesson," or "That's a *terrible* mistake."

What the child intends to say is, "That is a *very* hard lesson," or "That's a *very great* mistake."

Be careful to use the proper words to express the ideas you wish to convey to others. For this purpose it is necessary to read carefully, good, choice English.

The following words are adjectives. Write sentences in each of which you use one of them:

smart	strange	great	learned
lazy	new	grand	fine
rich	old	large	sweet
poor	costly	heavy	smaller
pious	cheap	savage	tall

55 — PLACING ADJECTIVES

1. John has very black, shiny hair.
2. John's hair is very black and shiny.

In the first sentence you notice that the adjectives *black* and *shiny* are placed before the noun *hair*.

In the second sentence the adjectives *black* and *shiny* come after the noun *hair*.

3. Mary has clear, bright eyes.
4. Mary's eyes are clear and bright.

In No. 3 the adjectives are placed before the noun *eyes*; in No. 4 the adjectives are placed after the noun.

Exercise on Adjectives

The following words are nouns. Give oral sentences in which you use each noun with an adjective that relates to it:

man	storm	book
boy	bird	dress
girl	horse	battle
child	sugar	lesson
baby	mountain	soldier

56 — ORAL COMPOSITION

1. Recall to mind some story you may have heard at home from any member of the family; think about it for a few minutes and then be ready to tell it in your best English to the class.

2. You may have had some little incident with a policeman on your block; own up and tell it in your own words.

3. If you can remember anything about the last Entertainment held in the School Hall, give a short account of it in your own words.

4. Give what you remember of the history lesson you last studied.

57 — WRITTEN COMPOSITION

Look over the following list of historical characters and choose the one that best suits you. Find interesting facts relating to the one whom you choose, and arrange these facts so as to make an interesting story:

- | | |
|---------------------|---------------------------|
| 1. Henry Hudson. | 9. St. Vincent de Paul. |
| 2. Las Casas. | 10. George Washington. |
| 3. Lord Baltimore. | 11. Abraham Lincoln. |
| 4. William Penn. | 12. St. La Salle. |
| 5. Ponce de Leon. | 13. Father Marquette. |
| 6. Father Jogues. | 14. Christopher Columbus. |
| 7. Nathan Hale. | 15. Champlain. |
| 8. Benedict Arnold. | 16. Charles Lindbergh. |

In getting your facts for the above you may use your history. Do you know how to look for their names in the history? If not, you may ask your teacher to tell you how. You may use the following outline:

1. Who was the person?
2. Where and when was he born?
3. For what should we remember him?

58 — CONJUNCTIONS

Notice how the following *sets* of sentences may be joined so as to make *one* sentence:

1. Helen went to St. Patrick's Cathedral last Sunday.
2. Margaret went to St. Patrick's Cathedral last Sunday.

Joined: Helen and Margaret went to St. Patrick's Cathedral last Sunday.

1. John is a very good, studious boy.
2. Henry is a very good, studious boy.

Joined: John and Henry are very good, studious boys.

1. My mother generally cooks vegetables for dinner.
2. My mother generally cooks meat for dinner.

Joined: My mother generally cooks vegetables and meat for dinner.

1. Frank learned to swim. Frank learned to skate.

Joined: Frank learned to swim and to skate.

Question: What word is used to make ONE sentence from the two sentences in each of the above sets?

That word is called a **CONJUNCTION** because it *Connects*.

Exercise on Conjunctions

Write neatly in your EXERCISE the sentence formed from *each* of the following sets of sentences:

1. My mother is very kind and gentle.
 2. My oldest sister, Mary, is very kind and gentle.
1. I usually have bread and butter for my breakfast.
 2. I usually have bread and butter for my supper.

1. My mother always goes to the early Mass on Sunday.
2. My father always goes to the early Mass on Sunday.
1. The Governor of the state is elected by the people.
2. The Lieutenant Governor is elected by the people.
1. We should always stop at a railroad crossing.
2. We should always listen at a railroad crossing.

59 — REWRITING A PARAGRAPH

Tell why you do not like the following paragraph written by a little child. Rewrite it so as to make good sense:

I went to the Cathedral. My big sister went to the Cathedral. I got there about nine o'clock. My sister, Mary, got there at nine o'clock. I remained there for an hour. Mary stayed an hour. I liked the music very much. Mary liked the music, too. Then I came home. Mary came home, too.

REWRITTEN:

I went to the Cathedral with my big sister. We arrived there about nine o'clock and remained there for one hour. Both of us enjoyed the music very much. After the services we came home.

60 — CORRECTIVE ENGLISH, DON'T AND DOESN'T

Carefully read the following sentences:

1. They *don't* seem to care about it (*do not* seem, etc.).
2. He *doesn't* seem to care what was said (*does not*).
3. You *don't* write very well (*do not*).
4. She *doesn't* come late for class (*does not*).
5. We *don't* know when we will die (*do not*).
6. My father *doesn't* let me go to the Movies (*does not*).

Exercise

Write sentences in which you use the words *don't* and *doesn't* with the following:

laugh	work	confess	skate
whisper	run	sweep	learn
write	recite	pray	study

REVIEW

1. Insert the proper word in the following sentences:
 I have —— pencils. (them — those.)
 —— books are mine. (them — those.)
 We paid three dollars for —— . (them — those.)
2. Write the abbreviations for the following nouns:
 Street Avenue Post Office Governor
3. Use the words *was* and *were* correctly in sentences.
4. Show the difference between a *prefix* and a *suffix* by giving an example of each.
5. Write three adjectives that will describe the noun *boy*.

61 — TEACH AND LEARN

Copy very neatly the following sets of sentences:

A good mother *teaches* her child his prayers.

A good child *learns* its prayers at his mother's knee.

The father *teaches* his son to be manly and virtuous.

The boy will *learn* how to be virtuous and manly from his good father.

My older brothers *taught* me how to swim and to skate.

I *learned* how to swim and to skate from my older brothers.

Our Divine Lord *teaches* us by His example, as well as by His words.

We should *learn* from our Divine Lord's example and also from His words.

Note that we do the *learning*, ourselves, but that others *teach* us.

Write sentences in your Exercise in which you use the words *learn* and *teach* with the following:

to write	to walk	to play the piano
to dance	to fly	to cook meat
to pray	to run	to do housework

62 — HOW TO DESCRIBE A BUILDING

To describe any building one should tell:

1. Its size.
2. The number of stories.
3. Of what it is built.
4. Where it is.

Our School

EXAMPLE:

Our school is a large building. It has four stories. It is built of brick. It is situated on the north side of Main Street, between West and Pearl Streets.

If you can say all this in one sentence, your description would be much better, for example:

Our School

Our school is a large, four-story, brick building, situated on the north side of Main Street, between Pearl and West Streets.

Describe your school in four sentences, and then try to make one sentence of the four, as in the example given above.

In the same manner describe the following buildings in your neighborhood:

- | | |
|---------------------|------------------------|
| 1. The Post Office. | 4. The Armory. |
| 2. The Court House. | 5. The Police Station. |
| 3. The Library. | 6. The Hospital. |

63 — REVIEW OF THE SUBJECT

Look over the following sentences carefully and find what is the person or thing that is spoken of in each one:

1. John does his work neatly.
2. Sarah is always on time for class.
3. Joseph writes his home work very well.
4. Helen obeys her mother in all things.
5. Patrick drives the auto very carefully.
6. The dog barks fiercely.
7. The cat chases the rats.
8. The mouse is in the trap.
9. That door is not open now.
10. The clock cost ten dollars.

Of whom do we speak in the first five sentences? We speak of John, Sarah, Joseph, Helen, and Patrick.

And in the sentences from 6 to 10 we are speaking of the dog, the cat, the mouse, the door and the clock.

The PERSON or THING or PLACE that is spoken about in a sentence is called the SUBJECT.

Putting *who* or *what* before the action word will help to find the subject, as, in sentence 1: 'Who does his work? *John.*

Exercise

What is the subject in each of the following sentences?

1. The doctor was at our house.
2. John bought some apples.
3. The butcher sold us very fine steak.
4. Mother cooks it well.
5. The Bishop gave Confirmation in our Church last Saturday.
6. The Sisters devote their entire life for our welfare.
7. The books were lying on the table.
8. The birds are singing now.

64 — CHOOSING A SUBJECT

Try to put a proper subject in the blanks:

- | | |
|----------------------|-----------------------|
| — runs. | — was on the desk. |
| — plays. | — live in the city. |
| — sings. | — flies. |
| — dance. | — grows in the woods. |
| — teaches. | — has a new dress. |
| — catch mice. | — threw the ball. |
| — cooks the meals. | — is round. |
| — cleans the dishes. | |

65 — EXERCISE IN FINDING THE SUBJECT

Select the SUBJECT in each of the following sentences:

1. A nice rose bush is blooming in our garden.
2. The day was very cold.
3. Henry went to the depot to meet his mother.
4. The baby's high chair was placed in the dining room.
5. The Pastor comes into our class every week and gives us a talk.
6. Sarah was sewing with her older sister Margaret.
7. The wind blew the papers all round the room.
8. The dogs were barking during the night.

66 — COMPOUND SUBJECTS

In the following sentences you will notice that there are two persons or things of whom we speak, and therefore the subject has two words; it is then called a compound subject:

1. John and Mary have gone home.
2. Fathers and mothers love their children.
3. The Church and the School should be very dear to us.
4. Potatoes and meat are used at nearly all our meals.
5. Ice cream and candy are sold at our drug store.
6. Paper and ink should never be thrown on the floor.

67 — SINGULAR NOUNS

The following sentences contain nouns that mean but *one* person or thing:

1. The *boy* went to the *store* for his *mother*.
2. The *girl* has been going to *church* every *morning* this *week*.
3. A good *teacher* does not allow a *pupil* to misbehave.
4. No good *boy* or *girl* gives any *trouble* to the *teacher*.
5. A good *father* and a good *mother* will teach the *child* to behave properly.

A word that means but *one* is called a singular word. When the word is a noun the *NOUN* is called a **SINGULAR NOUN**.

What is a NOUN? What is a Singular Noun? Write five sentences with a singular noun in each.

Pick out the singular nouns in Lesson 66.

68 — PLURAL NOUNS

The following sentences contain nouns that mean more than one. Point out the plural noun in each sentence:

1. The *books* are lying on the desk.
2. The *firemen* have dangerous work at the *fires*.
3. *Boys* should be careful of their *pens* and *pencils*.
4. The *horses* broke away from the *men*.

A noun that means more than one is called a **PLURAL NOUN**.

69 — FRIENDLY LETTERS

Copy very neatly the following letter:

76 Albemarle Terrace,
Brooklyn, New York,
Feb. 17, 1928.

My dear Pat,

It really seems like an age since I moved to Brooklyn. I miss you and all the chaps that I had such good times with in Rochester. We have plenty of good fellows here, but they are not like the Rochester boys.

I have been promoted to fifth grade. Things seem strange to me now, but I'll like it better when I am more settled here.

Please let me hear from you soon.

*Your old chum,
Tom.*

Answer the above letter telling Tom some of the things that have happened since he left.

70 — THE PREDICATE

Look very carefully at the following sentences and tell what is said about the SUBJECT:

1. John studies his lessons every day.
2. The carpenter made a good stepladder for my mother.
3. The policeman caught the burglar.
4. Mary says her prayers morning and evening.
5. Our cook is very neat and clean and works hard.

Notice that the *Subjects* in the above are John, Carpenter, the Policeman, Mary and our Cook.

You also notice that we say John *studies his lessons every day*, the carpenter *made a stepladder for my mother*, the policeman *caught the burglar*, etc.

What we say about the SUBJECT is called the PREDICATE.

The **PREDICATE** of a sentence is that which is said of the *Subject*.

Exercise

Tell what is the Predicate of each of the following sentences:

1. The letter carrier brought three letters to our house.
2. The Statue of Liberty is on Bedloe's Island in New York.
3. Bernard dropped his books on the street this morning.
4. Catherine studies her lessons very carefully.
5. My mother bought me a pair of shoes.
6. I like apples.
7. Frank and his sister go to Holy Mass every morning.

71 — EXERCISES ON PREDICATES

Fill the blanks in the following with predicates; you will then have sentences:

1. The policeman near our school —.
2. Our Reverend Pastor —.
3. My mother and my father —.
4. The shoemaker —.
5. The Hudson River —.
6. Our little dog —.
7. The Grand Central Depot in New York —.
8. Our Holy Father, Pope Pius XI —.

Study carefully the definition of *Subject* and *Predicate*. Be able to repeat the definition of each.

72 — CORRECTIVE ENGLISH

Use the correct word in the following sentences:

1. Were you the boy that chased the dog? Yes, it was (I, me).
2. We (aren't, ain't) going to the party to-morrow evening.
3. There (isn't, aren't) any more oranges on the table.
4. There (isn't, aren't) any more bread.
5. It was (her, she) who found the pocketbook.
6. (Isn't, aren't) Peter and Bernard first cousins?
7. How many brothers and sisters (has, have) Herman?
8. The questions (were, was) very easy in the examination.
9. (Were, was) you there when the accident occurred?
10. The girls (have, has) a nice pony cart. They (have, has) taken a ride this morning.

73 — SUBJECTS AND PREDICATES

Write five sentences in your Exercise book. Draw one line very neatly under the Subject and two lines under the Predicate; as, Our good parents deserve our love and gratitude.

74 — THE OBJECT

1. Every good man *obeys* the laws. Obeys what?
2. John *prepares* his lessons well. Prepares what?
3. Patrick *plays* ball after school. Plays what?
4. Mary always *helps* her mother. Helps whom?
5. Catherine *loves* her father very much. Loves whom?

The word that answers *what* or *whom* after each verb in the above sentences is called the **OBJECT**.

Name the subject and the predicate in each of the above.

Name the VERB or action word, in each of the above.

Name the OBJECT in each of the above sentences.

Exercise

Name the OBJECT in each of the following sentences:

1. Our teacher marks our exercise every day.
2. The doctor examined my little brother yesterday.
3. My mother helps me in all my home lessons.
4. We support our government.
5. Our Catholic schools train good citizens.
6. The policeman caught three burglars.
7. We should obey all the commandments of God.
8. We salute our Flag at the beginning of school.

Give five oral sentences each of which contains an object; name each OBJECT.

75 — THE OBJECT (Continued)

Complete the following sentences by placing in each blank space an OBJECT of the VERB:

1. Thomas Jefferson signed the —.
2. Mr. Thomas Edison invented the —.
3. The United States bought — from France in 1803.
4. No country has ever yet defeated the —.
5. We must tell all our — in confession.
6. God created — in six days and rested.
7. Good pupils always study their —.
8. My mother prepares all our — at home every day.
9. We should use our — during the Holy Mass.
10. My sister washes the — for my mother every day.

Note:

The three chief (principal) parts of every sentence are, The Subject, the Predicate verb and the Object.

Every sentence *must* have at least a Subject and a Predicate verb, but it *may* have an Object.

Is there an object in the following, John ran very quickly?

Is there an object in, Patrick sharpened his skates?

REVIEW

1. Write sentences in which you use the words *learn* and *teach* with the following:

- | | |
|-------------------|------------------|
| to play baseball. | to swim. |
| to read. | to do housework. |
| to sew. | to draw. |
| reading. | writing. |
| arithmetic. | |

2. Try to put a proper subject in the blanks:

—— plays the piano.

—— *taught* me to skate.

—— are beautiful.

3. Write three sentences with a singular noun in each sentence.

4. Write three sentences with a plural noun in each sentence.

5. Analyze (point out the subject, predicate verb, and object) the following sentences:

John bought peaches.

The Yankees defeated the Giants.

Babe Ruth hit a home run.

God loves us.

Fathers and mothers love good children.



BOOK TWO
Sixth Year, First Half



SIXTH YEAR, FIRST HALF



1 — ORAL COMPOSITION

Read very carefully the following LEGEND and use it to make an Oral Composition:

Mary's Own Child

In far-away France there once lived a little peasant girl, who was an orphan. The poor people called her "Mary's own child." They believed that children who are without a mother's care are loved in a particular way by the Most Blessed Mother.

The little orphan girl spent long days in the field tending sheep. She had no chance to attend school. Her only books were the beautiful stained glass windows she saw in the little village church. Each of these windows

had painted on it a mystery of the life of our Blessed Mother Mary.

Day after day when the little orphan had done her work in the fields, she would come to the church and kneel before the statue of Mother Mary. There she would piously recite her Rosary.

One evening being tired she fell asleep without saying her Rosary. She was aroused by a wonderful light in her tiny bedroom.

Close by her little cot stood a most lovely lady. She was so beautiful that the little orphan knew the Lady could not be of this world. She felt sure that this lovely Vision must be the Mother of Jesus.

The beautiful lady smiled kindly upon the poor little girl and said to her, "My dear child, I am well pleased with you. I thank you for saying my Rosary so faithfully. I know you were too tired to say it to-night and I have said it in your place. You will have many graces as a result. Be faithful in reciting my Rosary, for there are so many who forget me and my Divine Son."

The lovely lady then bent over and kissed the little orphan girl. The child was so happy that she resolved never to omit her Rosary.

2 — VERBS

Name the action-word (verb) in each of the following sentences:

1. The boy ran from the office.
2. The peddler drove the boys away from his cart.
3. Mary cleaned the dishes.
4. Henry walked to the Church.
5. Sarah swept the floor.

6. Napoleon lived on the Island of St. Helena.
7. The Most Blessed Virgin loves us dearly.
8. We must study our lessons earnestly.
9. The English sent him there.

The words in the above that express action are called the predicate verbs of the sentences.

Every sentence must have a verb in it.

You have already learned about the subject and the predicate of a sentence. Give the definition of each.

There is always a *verb* in the predicate of a sentence. It is called the **PREDICATE VERB**.

Name the subject and the predicate in each of the above sentences.

Select the predicate verb in each predicate.

3 — EXERCISE ON VERBS

Write an appropriate verb in the blank of each sentence below:

1. Our Pastor ——— Mass every morning.
2. Our class ——— Holy Communion every First Friday.
3. A good child always ——— his parents.
4. The burglar ——— at the first sound of the police.
5. Our Army ——— the English and the French in the World War.
6. We must ——— bad companions.
7. Every soul ——— immediately after death.
8. Good Catholics ——— the Rosary every night.
9. John ——— ice-cold lemonade.

The verbs you wrote in the above blanks are necessary in order to make a sentence.

Give the definition of a sentence; of a verb; of a predicate.

4 — TIME ELEMENT IN VERBS

Each of the following words expresses action. Each is a Verb. Give an oral sentence for each:

give take see know sleep study talk
sing come hear go write run laugh

The sentences with the above verbs will each express *present time*; as,

John, give me your book.

The pupils sing very sweetly.

I hear a pupil talking.

The same list of verbs to express *past time* would be written:

gave took saw knew slept studied talked
sang came heard went wrote ran laughed

Give oral sentences in which the above verbs are used; as,

I gave Mary my pencil.

We sang in the choir last Sunday.

My father took me to the Circus last Saturday.

The same list of verbs to express *future time* would be written:

will give will take will see will know
will sing will come will hear will go, etc.

Give oral sentences in which you use the above verbs; as,

He will give my exercise to the teacher.

Mary will sing in the choir next Sunday.

My mother will take me to the Matinee on Saturday.

5 — TIME ELEMENT IN VERBS (Continued)

If you have carefully studied the last lesson, you have learned that verbs may express *present* time, *past* time and *future* time.

Pay special attention to the three columns below and you will see that the same verb may express the action in the present, in the past and in the future; as,

PRESENT	PAST	FUTURE
give	gave	will give
sing	sang	will sing
take	took	will take
come	came	will come
see	saw	will see
go	went	will go
do	did	will do
shake	shook	will shake
run	ran	will run
write	wrote	will write

Observe that the verbs in column three are made by putting *will* before each of the verbs in column one.

By using WILL (or shall) before the present of the verb we form the future of the same verb.

Use five verbs from each column in oral sentences.

Later we shall learn the difference between *Will* and *Shall* used with a verb.

6 — ANOTHER USE OF THE COMMA

Notice the COMMA in each of the following sentences, which you will carefully write in your Exercise book:

The American Flag is red, white, and blue.

Henry, Patrick, Peter, and I went to the Circus.

It snowed, rained, froze, and thawed all in one week.

I like pie, cake, ice cream, and soda.

My mother, my father, my sister, and my brother are all kind to me. I love my mother, my father, my sister, and my brother.

In the above five sentences the COMMA is used after each word of the series. Try to understand the meaning of that word *series* from its use in the sentences you have copied.

7—WRITING A STORY

Read the story related in Lesson 1 and be prepared to write it in your own words. The following questions may help you:

Title

Where did the little girl live?

How did she spend her time during the day?

At the end of her day's work, where did she go?

Who appeared to her during sleep?

What did the Lady say to her?

8 — PAST TIME OF VERBS

The *present* and the *future* of the verb are very easy to use, but the *past* time of many verbs gives much trouble.

Pay special attention to the past time of such verbs; as,

do	see	go
run	give	write

Give the past time of the verbs just named above, and use them in sentences.

The past time of the verbs never take little words such as *have* or *has*, *can* or *may*, before them.

Never say,

I have went; but, I went.

He have gave it; but, he gave it.

He had shook it; but, he shook it.

Look at the second column in the Lesson 5. Remember you must never place little "helpers" such as, *has, did, may,* before any of these verbs.

Caution:

Pay very special attention to the correct forms of the following, which are so often incorrectly used:

I *saw* John (never, *seen* John).

You *went* there alone (never, have went).

Henry *did* the work (never, *done* the work).

Give oral sentences in which you use the verbs, saw, went, did, go, do.

9 — INTERPRETATION

Read carefully the following stanzas from Faber, and try to memorize at least two of them.

Christmas Night

1

At last THOU art come, little Savior,
And Thine angels fill midnight with song;
Thou art come to us, gentle CREATOR,
Whom Thy creatures have sighed for so long.

2

THOU art come to Thy beautiful MOTHER;
She hath looked on THY beautiful FACE;
THOU art come to us, O Maker of Mary,
And SHE was THY channel of grace.

3

THOU art come, Thou art come, CHILD of Mary;
 Yet, we hardly can believe Thou art come;
 It seems such a wonder to have THEE;
 New Brother, with us in our home.

4

THOU wilt stay with us, MASTER and MAKER,
 THOU wilt stay with us now evermore;
 We will play with THEE, Beautiful Brother,
 On Eternity's jubilant shore.

Write answers to the questions following:

1. Why say "At last" in the first line?
2. What are some of the words in the hymn of the Angels on Christmas Night?
3. On what occasions are these words repeated by the Priest?
4. What two beautiful qualities are given to Our Lord in the first stanza?
5. What is meant in the second stanza by "SHE was THY channel of grace?"
6. What is meant by "O Maker of Mary" in the second stanza?
7. Who is truly the Mother of JESUS?
8. Is Jesus truly our Little Brother? Is He also our God?
9. What request do we make of Jesus in the fourth stanza?
10. What must we do here on earth in order to be worthy to "Play with Thee, Beautiful Brother, on Eternity's jubilant shore?"

10 — PREFIXES

The little syllable "mis" means *wrong* when placed before certain words. Place it before each of the following words and tell the meaning of each of the new words thus formed:

step	judge	manage	conduct	inform
direct	carry	place	trust	state

By means of that little syllable you will thus form ten new words. Such a syllable is called a Prefix.

Give oral sentences in which you use the words formed by the prefix "mis."

11 — ORAL COMPOSITION

Your lesson in English for to-morrow will be based in your history lesson of yesterday.

Be prepared to give a short paragraph of at least three sentences all relating to the same topic found in your history lesson. You may write out your sentences so as to have a better understanding of the topic. Do not use the exact words of the book.

12 — DIFFICULT ENDINGS

Use each of the following words in oral sentences and be careful of the sounds *TS* and *DS*:

colonists	tends	priests	friends	lifts
insects	tempts	nests	tilts	gifts

Repeat the following sentences three times quickly:

This shows he asks his sister.

They take the third path through the thickets.

The bold thief went through the thick throng.

They threw their thimble through the transom.

13 — MEMORY GEMS

Memorize the following, and be able to talk about them to the class:

1

Count that day lost
Whose low descending sun,
Views from thy hands
No worthy action done.

—MARCUS AURELIUS.

2

“Do a good turn daily,” is the slogan of the Catholic Boy and Catholic Girl Scouts. Years before the Scouts were organized, the author of this poem tried to teach the same lesson.

What is meant by a worthy action?

Name five good turns a boy may do.

What words in the Morning Offering make our good actions worthy of heaven?

3

“I want it to be said of me by those who knew me best, that I always plucked a thistle and planted a flower in its place wherever a flower would grow.” —LINCOLN.

14 — EXERCISES IN SPELLING

Copy the following words neatly, they are often misspelled:

muscle	till	piece	college
quite	until	peace	eighth
ninety	forty	fourteen	forty-four

Use five of the above words in oral sentences.

15 — THE PREFIX, "UN"

The prefix UN means *not* or the *opposite of*; place UN before each of the following words:

even	load	healthy
easy	clean	steady
true	tidy	able

Use the new words in sentences.

REVIEW

1. Write a sentence using the verb DO in the future time.

2. Write three sentences using the verb SING to indicate:

(a) present time, (b) past time, (c) future time.

3. Name the subject and the predicate and the predicate verb in each of the following:

(a) John plays ball in the yard.

(b) Mary makes the beds for her mother.

(c) We must avoid bad companions.

(d) Bernard goes to Mass every morning.

(e) Henry drives the car very carefully.

4. Write sentences in which you use the following verbs:

done went see seen saw

5. Using the correct prefixes form new words from the following words:

step	easy	steady
conduct	even	able

6. *Write from dictation the following:*

1. We celebrate Thanksgiving Day in the month of November.
2. Washington's Birthday is February 22.
3. June is the sixth month of the year.
4. My mother and I saw Napoleon's Tomb in Paris.
5. What noted event is celebrated on July 4?
6. My sister carried little Betsy to Church this morning.

Note:

Have you paid special attention in the above dictation to capital letters and to punctuation?

16 — OBJECTS

Name the subject and the predicate in each of the following sentences:

1. The boy carries the basket.
2. William drives the auto.
3. Catherine sang the song.
4. All good children say their prayers.

Select the predicate verb in each of the above and then ask the question WHAT after each; as,

carries what? the basket.
 drives what? the auto.
 sang what? the song.
 say what? their prayers.

The words that answer the question, WHAT, after the predicate verb are the OBJECTS OF the sentences.

17 — OBJECTS (Continued)

Name the Object in each of the following sentences:

1. Columbus discovered America.
2. Washington saved the country.

3. Jefferson wrote the Declaration of Independence.
4. Abraham Lincoln freed the slaves.
5. General Grant conquered General Lee.
6. Catholics founded Maryland.

The word that answers the question *what* or *whom* after each predicate verb in the sentences above is the Object.

18 — PRINCIPAL PARTS OF A SENTENCE

Name the subject, predicate, predicate verb, and object in each of the following sentences:

Example

I met Patrick.

Subject, I.

Predicate, met Patrick.

Predicate verb, met.

Object, Patrick.

1. You saw Henry.
2. Mary saluted her mother.
3. John obeys his father.
4. I helped my mother.
5. Catherine loves her father.
6. We respect our priests.

Be sure that you know the predicate verb in each of the above sentences and then ask *whom* after each; as,

saw whom? Henry.

obeys whom? Father.

loves whom? Father.

and you will have the object of each sentence in the above.

19 — SUBJECTS, PREDICATE VERBS, OBJECTS

Write in your EXERCISE in one column all the *subjects* of the following sentences, all the *predicate verbs* in another column, and all the *objects* in a third column:

1. An honest man possesses a true kingdom.
2. God created man for His honor and glory.
3. Our Divine Lord always obeyed His parents.
4. Our first parents disobeyed God's command.
5. France helped America during the Revolution.
6. Our country helped France during the World War.
7. The Priest forgives sin in the Sacrament of Penance.
8. Good children honor their mother and father.
9. The penitent confesses his sins to the Priest.
10. A gentleman never gives trouble to others.

The *subject* in the above is the person or thing about which we write; as, in number one, and number ten:

who possesses a kingdom? man.

who never gives trouble? gentleman.

The *predicate* in the sentence is that which is said of the subject; as, in numbers 2 and 7:

what did God do? created man for His honor and glory.

what does the Priest do? forgives sin in the Sacrament of Penance.

The *object* in a sentence answers the question What or Whom after the *Predicate Verb*; as, in number three, and in number five:

obeyed whom? his parents.

helped what? America.

The *subject*, the *predicate verb* and the *object* are called the Principal Parts of a sentence.

20 — EXERCISE ON SENTENCES (Principal Parts)

Name the principal parts of each of the following sentences:

1. The American Navy gave much aid to the Allies.
2. God has given many special graces to us.
3. The Pope takes the place of Our Lord on earth.
4. Good children never disobey their teacher.
5. A sensible pupil prepares all his lessons carefully.
6. The policeman protects us from bad men.
7. Teachers always love studious children.
8. Our Divine Lord established the Catholic Church.
9. The President of the United States receives a large salary.
10. We dearly love our Flag.

21 — SUPPLYING SUBJECTS

Put a subject in the blank spaces in the following, and then name the principal parts of each sentence formed:

1. ——— discovered the Island of San Salvador.
2. ——— helped us in the Revolution.
3. ——— has four legs.
4. ——— sells sugar and tea.
5. ——— supports his family.
6. ——— teaches us.
7. ——— build their nests in spring.
8. ——— love their children dearly.

22 — SUPPLYING PREDICATE VERBS

Put a *predicate verb* in each blank space in the following and then name the principal parts of each sentence:

1. John ——— his mother.
2. Mary ——— the song very sweetly.

3. We —— the Commandments of God.
4. Good boys —— all their lessons carefully.
5. Good girls —— very modestly.
6. Kind parents —— their children in their needs.
7. The little birds —— their nests in the trees.
8. Our Principal —— our class yesterday.

23 — SUPPLYING OBJECTS

Put an object in the blank spaces below and then name the principal parts of each sentence:

1. The boys play —— in the yard.
2. The girls sing —— in the choir.
3. My mother bakes —— for supper.
4. We study —— every day.
5. Henry shines his —— every morning.
6. Our baseball team won the —— against St. Patrick's.
7. The farmer plows his —— in the spring.
8. Children need a —— frequently.
9. Mary loves her —— very much.
10. Sarah sweeps the —— for her mother every day.

24 — ABBREVIATIONS

In writing certain words we often use short forms; as, for example, General John Pershing, may be written, Gen. J. Pershing; Doctor Joseph Harris, may be written, Dr. Jos. Harris; The Reverend William Livingston, may be written, The Rev. Wm. Livingston.

1. Write the full form for each of the following abbreviated forms:

U. S. A.	The Penn. R. R. Co.
Hon. Jos. Scott	The Dept. of Finance
Wm. Geo. Harrison	

2. Write the abbreviations for the first three months of the year.

3. Give the abbreviations for the first name of three of your classmates.

4. Spell the abbreviations for the days of the week.

5. Write three important dates from the history of your grade, and use abbreviations where it can be done; as, Mon., Apr. 19, 1775.

Caution:

Be careful to place the period at the end of an abbreviation. Punctuate dates correctly.

25 — ORAL COMPOSITION

Read very attentively the following touching story and then tell it to the class in your own words:

Raising the Dead

One day as our Divine Lord was walking along a country road with His Disciples, He came near to a town or village called Naim.

The people all along the road came out to hear Jesus. He had worked many miracles. The poor simple people loved and admired Him very much.

As they were passing along at the foot of Mount Thabor, Jesus noticed a funeral procession slowly winding its way to the graveyard, which was near the little village of Naim.

Several men were carrying the dead body of a young man. It was placed on a sort of stretcher. The poor mother of the young man was following close to her dead son, weeping. The people of the village all pitied the mother, as her husband was dead and this was her only son.

Our Divine Lord saw the procession. He at once ordered the pall-bearers to stand still. He went up to the corpse and turning towards the poor mother, He said in a most gentle tone of voice, "Woman, weep not."

Jesus felt compassion for the poor widow, who was crying as though her heart would break.

He again looked at the dead body of the young man. Then He said in a solemn, but sweet voice, "Young man, I say to thee, arise."

And, at that very instant the dead young man did arise and began to speak.

Our Divine Lord took him by the hand and gave him into the arms of his poor mother. She was so glad, that she could scarcely speak a word.

Questions on the above:

1. What does this miracle prove?
2. Where can you find the history of this miracle?
3. Is this a true history? How do you know?
4. Name another person whom Jesus raised from the dead.

26 — LETTERS

Copy the following letters, paying attention to all the details, as the date, the address, the closing, the punctuation, etc.:

Business Letter

*127 West Main Street,
Rochester, N. Y.,
May 2, 1927.*

*L. M. Taylor and Brothers,
598 Fifth Avenue,
New York, N. Y.*

Gentlemen:

Please send me the latest catalog of your sporting goods. I am particularly interested in basketball and tennis.

*Yours truly,
(Miss) Catherine Davis.*

A Friendly Letter

*448 Washington St.,
Buffalo, N. Y.
June 5, 1927.*

Dear Frank,

Mother, father and Sis are all well and send oceans of love to you. We all hope you are having a jolly time.

But your little brother Tommie, who writes this, is very lonesome. Come back home just as soon as the school closes.

Our nine has lost every game since you went away. Sis says she'll not go to any more of our games till you come home.

Your loving Tommie.

27 — DIFFICULT PLURALS

Copy very neatly the following list of words. Notice the spelling in the Singular and what changes are made to form the Plural of each word:

One	Two	Three
loaf —loaves	army —armies	valley —valleys
thief—thieves	enemy—enemies	journey —journeys
knife—knives	duty —duties	chimney—chimneys

1. You notice that the singular words in column One change the final letter *F* or *fe* into *VES* to make the plural.

2. Final *Y* in the singular words of column Two is preceded by a consonant (?) and the plural of all such words is formed by changing *Y* into *I* and adding *ES*.

3. The singular words in column Three end in *EY*; all such words add an *S* to form the plural.

Words ending in *Y* preceded by a consonant change *Y* into *I* and add *ES*.

Words ending in *Y* preceded by a vowel add *S* to form the plural.

Exercise

Write the plurals of, shelf, navy, donkey, wife, country.

28 — SINGULAR NOUNS

Give oral sentences in which you use the singular of each of the following plural nouns:

- | | | | |
|------------|-----------|---------------|-----------|
| 1. armies. | 2. roofs. | 3. journeys. | 4. solos. |
| 5. women. | 6. geese. | 7. countries. | 8. oxen. |

9. thieves. 10. pianos. 11. churches. 12. loaves.
13. stories. 14. halves. 15. lilies. 16. oases.

Spell the singular of each word in the above list.

How is the plural of each word formed?

29 — PLURAL NOUNS

Use the plural of each of the following words in oral sentences:

1. statue. 4. library. 7. tack. 10. carrot.
2. city. 5. bench. 8. bath. 11. child.
3. fox. 6. banana. 9. potato. 12. truth.

Spell the plural of each word above.

30 — PLURAL OF FIGURES

Copy the following very neatly in your EXERCISE BOOK:

Letters of the alphabet (a, b, c, etc.) are made plural by adding an apostrophe (') and S; as,

The M's and the R's and the C's, as well as the D's, are not written nicely in your EXERCISE.

Figures (1, 2, 3, etc.) are made plural in the same way, that is, by adding an apostrophe (') and an S; as,

You make your 2's and 3's very nicely, but your 6's and 9's are not so good.

This method of making the plural of letters and figures prevents mistakes. If we wrote 7s it would mean seven shillings, and if we wrote "Dot your is" it would mean the verb *IS*.

31 — CORRECTIVE ENGLISH, THESE, THEM

Read carefully the following sentences, and notice the use of *these* and *them*:

1. *These* pencils belong to Mary. She bought *them*.
2. I like *these* apples. May I have *them*, please?
3. *These* boys loitered on the way to school.
4. I saw *them* teasing the old lady.
5. Where did you buy *these* shoes?
6. I bought *them* at Macy's yesterday.
7. *These* children [are obedient. God will bless *them*.

The word *these* is an adjective and is used to limit nouns.

The word *them* is a pronoun and stands in place of a noun.

Never use the word *them* just before a noun. *Never say, THEM books.*

Exercise on These, Those, Them

Read the following sentences and put the words, *these*, *those*, *them*, in the proper blank spaces:

1. — pupils knew the teacher was talking to — .
2. How did you know where — books were?
3. Please hand me — pens and pencils, John.
4. May I look at — pictures, teacher, please?
5. — soldiers were wounded in the World War.
6. Where did you go with — boys after school?
7. I hear — girls belong to the Sodality.
8. See — boys? I heard — speaking about it.
9. Do you know — girls? Yes, I know — .
10. May I read — books? Yes, you may read — .

Give five oral sentences in which you use the word, *these*, or *those*.

Use the word, *them* in five oral sentences.

These refer to things near; *those*, to things not so near.

These boys, mean boys near us.

Those boys, mean boys not so near.

What difference do you see between,

These apples cost five cents?

Those apples cost five cents?

32 — THE CORRECT WORD

Read the following sentences, using the correct word from the parentheses (): .

1. One man's pleasure is another man's (pain, pane).
2. All (great, grate) men are in (some, sum) way inspired.
4. It is better (to, too, two) wear out than to rust.
5. The Lord, Our God, shall (reign, rein, rain) forever.

33 — WRITTEN COMPOSITION

St. Aloysius

St. Aloysius was born on the ninth of March, 1568, in Italy. He received his First Communion at the hands of St. Charles Borromeo. At an early age he resolved to leave the world and in a vision was directed to join the Society of Jesus. The saint's mother rejoiced that he was to become a religious, but his father refused his consent for three years. He entered the novitiate on the 25th of November, 1585. During his last year of study a fever broke out in Rome. The saint, then twenty-three years of age, offered himself for the service of the sick, and was accepted. He caught the fever and died from it after three months' illness.

St. Aloysius was noted for his purity and great love of God. He has always been considered the patron of youth.

Read the above account of the life of St. Aloysius and be able to write it in your own words.

REVIEW

1. Write three sentences containing objects; underline each object.
2. Give three oral sentences; name the principal parts of each.
3. Name the principal parts of each of the following:
 - (a) Henry usually shines his own shoes.
 - (b) Mary always helps her mother with the work.
 - (c) I like the study of English.
4. Write the abbreviations for the following:
 - (a) William, Joseph, George.
 - (b) New York, Pennsylvania, New Jersey.
5. Write a letter to your sister who is away at college.
6. Give the plural of the following nouns:

army	ox	box	goose	woman
fox	child	toy	loaf	banana
7. Use the words, *these* and *them*, in six oral sentences.
8. Write any Memory Gem you have learned thus far.
9. Write the following stanza from dictation; pay special attention to the capitals and the punctuation marks:

God Our King

To arms! to arms! for God our King!
 Hark! how the sounds of the battle ring!
 Unfold the banner! Raise it high,
 Dear sign of victory.

The battle above mentioned means our fight against sin, and all that leads to sin.

The banner means the Cross. The Cross is a sure sign of victory.

10. Memorize the following:

Lost

Lost, yesterday, somewhere between sunrise and sunset, two golden hours, each set with sixty diamond minutes. No reward is offered, for they are *gone forever*.

34 — ANTONYMS

In the sentence, "John is tall, but James is short," the words *tall* and *short* have directly opposite meanings.

The same is true in the sentence, "Patrick is smart, but Henry is dull."

Words that have directly opposite meaning are called **antonyms**.

Write the antonym for each of the following:

warm	young
happy	down
healthy	good

Give oral sentences in which you use each of the above words and their antonyms.

35 — DICTIONARY USE

Arrange the following words in their alphabetical order:

medicine	marry	meet	mission	myrtle
mountain	miss	mining	must	mutiny

Use each of the above words in oral sentences.

A great deal of practise is necessary to enable you to find quickly a word in the dictionary.

Always consult the dictionary when you are in doubt of the meaning or the spelling of a word.

36 — ORAL COMPOSITION

Joseph Sold by His Brothers

Jacob had twelve sons, but he loved Joseph best of all. To show this love the father gave him a coat of many colors. This displeased Joseph's brothers. What made them more angry and even jealous was the dream Joseph related to them in which he saw his brothers' sheaves of grain bow down to his sheaf.

Soon after this they made up their minds to kill Joseph. So he was cast into a pit by them. Some merchants on their way to Egypt came along. The brothers took Joseph from the pit and sold him to them, for twenty pieces of silver. Dipping Joseph's coat in the blood of a kid, the brothers returned home and told the father he had been killed by a wild beast.

1. How many sons had Jacob?
2. Which one did he love best?
3. Why were Joseph's brothers displeased with him?
4. How did they show their hatred of him?
5. Relate the story in your own words.

37 — BUSINESS LETTERS

Copy the following letter neatly, paying attention to the capital letters, the punctuation, and the arrangement in general:

2112 Albemarle Terrace,
Brooklyn, N. Y.,
Jan. 5, 1927.

Bloomington Bros.,
Third Ave. and 59th St.,
New York, N. Y.

Gentlemen,

Please send me immediately (C.O.D.), fifteen (15)
yds. of coat material same as sample enclosed.

Yours truly,
Kathleen McNally.

In the above, C.O.D. means Cash on Delivery.

Yds. is the abbreviation for yards.

Write a letter to B. Altman & Co., New York City,
ordering their latest catalog of dress goods.

38 — THE APOSTROPHE IN POSSESSIVES

Copy the following neatly, noticing where the apostrophe is placed in the words:

1. The boy's cap hangs on the wall.
2. The boys' caps hang on the wall.

Boy's in number one is singular. *Boys'* in number two is plural.

1. The bird's nest is high up in the oak tree.
2. The birds' nests are high up in the oak tree.

Bird's in number one is singular. *Birds'* in number two is plural.

Plural nouns ending in *S* form the possessive by adding the apostrophe after the *S*.

A noun used as a possessive shows ownership of something which may be expressed or understood; as,

John's hat is there.

That is *John's*.

Exercise in Plural Possessives

Write sentences, using the following nouns in the plural possessive. Be careful where you put the apostrophe:

country	mother	monkey	father
valley	nephew	navy	family

Write each of the above words in the singular possessive.

39 — POSSESSIVES (Continued)

Copy the following and notice where the apostrophe is placed in the words that show possession:

1. The man's hat is on the chair.
2. The men's hats are on the chair.

The plural word *men* does not end in S.

1. The woman's cloak is hanging in the closet.
2. The *women's* cloaks are hanging in the closet.

The plural word "women" does not end in S.

When plural words do not end in *S* the possessive is formed by placing the apostrophe and *S* at the end of the word; as,

children,	children's
gentlemen,	gentlemen's
foemen,	foemen's

Exercise on Possessives

Tell whether the following possessives are singular or plural:

- | | |
|-----------------------|---------------------------|
| 1. the horses' hoofs. | 6. the children's mother. |
| 2. the fairy's dell. | 7. the boy's father. |
| 3. the gypsies' tent. | 8. the girls' teacher. |
| 4. the day's work. | 9. our souls' interest. |
| 5. ten days' work. | |

Give the rule for forming the possessive singular.

What is the rule for forming the plural possessive?

40 — WRITTEN COMPOSITION**Games**

Games are usually described in three paragraphs.

The best composition is that which describes the game in an orderly way and completely in the fewest words.

The following will serve for all kinds of games.

Not all the points in the outline are used in describing some games.

Outline

- I. First Paragraph.
 - a. Materials used.
 - b. Number of players.
 - c. Umpire or referee.
- II. Second Paragraph.
 - a. Positions of players.
 - b. Innings or turns.
 - c. How plays are made.
 - d. The score, and who wins.
- III. Third Paragraph.
 - a. Why the game is interesting.

Example**How to Play Roly-Poly or Ball in the Hat**

This game is played with a soft, rubber ball. From five to ten players make a good game.

All place their hats in a row, and stand back about ten feet. He who is "it," tries to roll the ball into one of them. If it goes in, all scamper off except the owner of the hat. He rushes in, grabs the ball and shouts, "Stand!" He then tries to hit someone with the ball. A piece of paper is put into a player's hat each time he is hit, or misses his man. He is then "it." The first one to get five pieces must go through the "mill." This means he crawls between the legs of the others, while they pound him. Then play is resumed.

This game is interesting, as each one plays cautiously, so as not to be the victim.

Use the foregoing outline and describe any one of the following:

Hide-and-Go-Seek	Basketball	Checkers
Punchball	Baseball	Chess
Prisoner's Base	Football	Tennis
Croquet	Guard the Flag	Soccer
Handball	Hockey	Tit-Tat-To

41 — MEMORY WORK

1

The snow had begun in the gloaming,
 And busily, all the night,
 Had been heaping field and highway
 With a silence, deep and white.

2

Every pine and fir and hemlock
 Wore ermine, too dear for an earl;
 And the poorest twig on the elm tree
 Was ridged inch-deep with pearl.

—LOWELL.

What does gloaming mean?

Name the months during which snow falls in our latitude.

In what places is there snow all the year?

In what regions does snow never fall?

What is meant in the above by "silence, deep and white."

Find the meaning of "ermine" as used by judges, and then see how it suits in the second stanza.

What are "pine and fir and hemlock?"

42 — CORRECTIVE ENGLISH

Sit, Set

The two words, *sit* and *set*, are very often used incorrectly.

Pay close attention to the following sentences and you will see the correct uses of them:

1. My sister *sets* the plates on the table.
2. I *sit* next to my father at the dinner table.
3. John, *set* the books on the desk, and then *sit* in your seat.
4. Please *set* the chairs in order, and *sit* quietly in them.
5. The conductor *set* the packages in the corner and told the boy to *sit* in his seat and watch them.

6. My mother *set* the soup tureen on the table and told us to *sit* at the table.

In each sentence above you have noticed that "set" means to place something in a certain position, while "sit" means to remain in a position. *Set* the plates on the table and *sit* in your chair.

The word "set" shows an action, and generally takes an object; the word "sit" likewise shows action, but does not take an object.

The word "set" is very nearly the same as "put," for I can say, Put the saucer in its place, or, Set the saucer in its place.

Exercise on "Sit" and "Set"

Fill in the blank spaces with the correct form, *sit* or *set*, in the following sentences:

1. Mary, you may — the table; father is coming.
2. We like to — and chat after supper.
3. Children want to — up late in the evening.
4. My sister — with my cousin in class.
5. John — next to me in the Church.
6. The teacher told me to — in the last seat.
7. My mother told my sister to — the table for dinner.
8. Where did you — the dishes for dessert?
9. Teacher, may I — with James, please?
10. Take your paper and — down, Mary.

Remark:

Sit means to rest; in general, it has no object.

Set means to place a thing; it *has* an object.

Exception to the above is found in the sentence, The sun *sets* in the west. Here the word *sets* has no object.

43 — "SIT" AND "SET" (Continued)

- | | |
|---|---------------|
| 1. The boys <i>sit</i> quietly in class. | Present time. |
| 2. The boys <i>sat</i> quietly in class. | Past time. |
| 3. The boys <i>will sit</i> quietly in class. | Future time. |
| 1. Mary, <i>set</i> the table, please. | Present time. |
| 2. Mary <i>set</i> the table yesterday. | Past time. |
| 3. Mary <i>will set</i> the table to-morrow. | Future time. |

Present	Past	Future
sit	sat	will sit
set	set	will set

You notice from the above that the verb *set* is the same in the present and the past; *set, set*.

The past of the verb *sit* is *sat*.

Exercise on "Sit," "Set"

Copy neatly the following sentences and pay close attention to the use of the verbs, *sit, set*:

(a)

1. We *sit* under the shade tree and read our story.
(Present)

2. We *sat* by the old oaken bucket and sang our songs.
(Past)

3. We *will sit* in our own pew next Sunday. (Future)

1. My mother *sets* the alarm clock near her bed.
(Present)

2. I *set* the oil can too close to the fire yesterday.
(Past)

3. I *will set* my books in their proper place. (Future)

(b)

Put in the blank spaces the correct form of *sit* and *set* in the sentences following:

1. Mary, you should —— the table; father is coming.
2. When all the dishes are washed we —— and chat.
3. Children like to —— late in the evening and play.
4. You must never —— a lighted candle near a curtain.
5. John and I —— for an hour waiting for the train.

Write three sentences in which you use the verb *sit* in the present, in the past, and in the future time.

Do the same for the verb *set*.

Caution:

Study this lesson till you are familiar with the use of the verbs, *sit* and *set*.

44 — USING THE CORRECT WORD

Neatly copy the following sentences and choose the correct word from those in parentheses:

1. The (skull, scull) protects the organs of (sight, cite).
2. He shall come down like (rain, rein) on the new-mown grass.
3. Men should be what they (seem, seam) to be.
4. She was a very (fair, fare) lady.
5. The years (steal, steel) on us and we grow old rapidly.
6. Cats use (their, there) (claws, clause) to climb.

Exercise

Give oral sentences in which you use each word in the parentheses that you did not use in the above sentences.

45 — THE APOSTROPHE IN POSSESSIVES

Review Lessons 38 and 39 in which you find rules for the formation of Possessives.

Write the following sentences and put the apostrophe in its proper place to indicate possession:

1. My mothers sister is my aunt.
2. My fathers brother is my uncle.
3. Our teachers desk is neatly kept.
4. The boys kite cost him very little.
5. I like to go on errands to the Sisters Convent.
6. My mother sent me to the Priests house yesterday.
7. My cousins little girl attends a girls academy in Albany.
8. My brothers son is a very good pupil.

46 — OWNERSHIP

1. The life of man is short.
2. Man's life is short.
1. A bark of a dog is a warning.
2. A dog's bark is a warning.
1. The wealth of a man is unimportant.
2. A man's wealth is unimportant.
1. The health of a man is very important.
2. A man's health is very important.
1. The actions of a man are his own.
2. A man's actions are his own.
1. The love of God for us is very great.
2. God's love for us is very great.

You see the sentences in the pairs above have the same meaning.

Possession is indicated by the second sentence in each pair as you notice by the apostrophe.

The first sentence in each pair indicates ownership without the apostrophe.

Write five sentences, in each of which you use the apostrophe to show possession, and five without the apostrophe; as in the Lesson given. You will be learning new ways in which to express your thoughts, and you thus will have a better command of language.

47 — SELECTING PARTS OF SPEECH

Make three columns in your EXERCISE BOOK, and from the sentences below, write all the common nouns in the first column, all the proper nouns in the second column, all the adjectives in the third:

1. George Washington was the first President of the United States.
2. God gave the ten commandments to Moses.
3. The little boy walked slowly to school.
4. My pretty yellow canary sings sweetly.
5. St. Aloysius was pure in thought, word and deed.
6. The old man gave cheerfully a large red apple to the little child.
7. The boy ran swiftly down the street.

REVIEW

1. Give the definition of a noun; examples of three nouns.
2. Define an adjective. Give three adjectives in sentences.
3. What is a pronoun? Name six pronouns and give oral sentences in which you use each pronoun.

4. What is an imperative sentence? Give one.
5. Give an antonym for each of the following words:
warm, tall, good, heavy, sick, rich.
6. What difference do you notice in the following?
 1. The boy's hat hangs on the wall.
 2. The boys' hats hang on the wall.
7. Write sentences in which you correctly use the words, *sit* and *set*, to show past time.

48 — DICTATION

Read very carefully the following paragraphs and then write them from the teacher's dictation; get the *sentence-sense* so as to know where the sentence begins and where it ends:

Prayer

So they hurried down the mountain side to the village Church. They found the good old Priest busy with his work for Christmas.

They gave him the flowers they had brought with them from the mountain top. He took the flowers and put them into a tall, white vase.

Then he knelt with the children and prayed with them for their mother, who was very sick.

As the children came near their mountain home they met their father. He joyfully told them that their mother was getting better. The little children thanked God for His goodness.

49 — COMPARISON OF ADJECTIVES

Read the following sentences and pay attention to the adjective in each:

1. John is a tall boy.

2. James is a taller boy than John.
3. William is the tallest of the three.

Name the adjective in each of the above and tell why it is an adjective.

1. Mary is a very smart girl.
2. Sarah is smarter than Mary.
3. Catherine is the smartest girl in the class.

Name the adjective in each of the above sentences.

1. Jones is a very rich man.
2. Browne is richer than Jones.
3. Dixon is the richest man in the city.

Name the adjective in each of the above sentences and tell why it is an adjective.

The adjectives in the sets above are *tall*, *smart*, and *rich*, and we use them each in different degrees; as,

tall, taller, tallest
 smart, smarter, smartest
 rich, richer, richest

The first ordinary form of the adjective is called the **Positive Degree**; as, *tall*.

That which is more than the Positive is called the **Comparative Degree**; as, *taller*.

That which is the greatest of all is called the **Superlative Degree**; as, *tallest*.

So we have the Positive, the Comparative, and the Superlative Degree, to express the meaning of adjectives.

Exercise

(a)

Copy the following list neatly in your EXERCISE:

Positive	Comparative	Superlative
sharp	sharper	sharpest
old	older	oldest
young	younger	youngest
dark	darker	darkest
fine	finer	finest

By **COMPARISON** of adjectives is meant using the adjective in its three degrees. Which *are* the three degrees of adjectives?

Notice how the comparative and the superlative degree is formed in the following:

Positive small
 Comparative smaller
 Superlative smallest

You notice that the comparative degree is formed by adding the suffix ER to the Positive; small, smaller.

The Superlative degree is formed by adding the suffix EST to the Positive; small, smallest.

(b)

Write the three degrees of each of the following adjectives and use the comparative of each in oral sentences:

thick	wild	tight	broad
thin	tame	light	long
sick	lame	sweet	high
sad	smart	smooth	low
sore	dull	short	rich

50 — TELLING A STORY

Try to compose a story suggested by the following words:

1. Fourth of July — firecrackers — boy — ambulance.
2. A sliding pond — an old man — a kind boy — the reward.
3. A rainy day — the mud puddle — a little boy — a splash — a howl.
4. A fire — the engines — a crowd — the rescue.
5. A slow fire — thoughtless servant — kerosene — accident.

51 — SECOND LESSON ON COMPARISON

Take special notice of the adjectives in the following sentences:

1. John is a studious boy. Positive.
2. Patrick is a more studious boy. Comparative.
3. Henry is the most studious boy in our class. Superlative.

The Comparative is formed by placing the word "*more*" before the Positive; *more* studious.

The Superlative is formed by placing the word *most* before the Positive; *most* studious.

Give three oral sentences in which you use the adjective *stupid* in the three degrees of comparison.

Exercise

Read the following sentences and pay special attention to the comparison of the adjectives:

1. My father is *cheerful*.
2. My mother is more *cheerful*.
3. My sister is the *most cheerful* of all in the family.

1. John is a *pious* boy.
2. Frank is *more pious*.
3. Thomas is the *most pious* boy in the school.
1. Sarah is a *serious* girl.
2. Mary is a *more serious* girl.
3. Catherine is the *most serious* girl in the class.

Give the Comparison of the following adjectives:

regular	innocent	horrible
awkward	harmful	splendid
stupid	expensive	beautiful

52 — SENTENCE RECOGNITION

Mother's Rest Day

One day in vacation mother was very tired she said she wished she could be quiet all day we told her we would take something to eat and live in our hut till supper time we took bread and butter, cold meat, cookies and apple-sauce with us Bessie stepped in the apple sauce by mistake so we didn't eat that we painted our faces with wild cherries and went barefoot mother was all rested when we went home for supper.

Rewrite the paragraph, put a period at the end of each sentence, and begin each sentence with a capital letter. Read it through once before you try to divide it into sentences.

53 — CORRECTIVE ENGLISH

Correct Use of Pronouns after the Comparatives

Copy the following sentences in your EXERCISE and notice with care the form they are intended to correct:

Note:

Supply the verb that is understood after "I," "they," "he," "I," "she," "we" and you will readily see which pronoun is correct. Example, John is taller than I (am).

1. John is taller than I. (not, than me.)
2. Mary is brighter than they. (not, than them.)
3. No man is more honest than he. (not, than him.)
4. Anna writes better than I. (not, than me.)
5. I can spell better than she. (not, than her.)
6. They are poorer than we. (not, than us.)

Practice makes perfect, and if you pay attention to such forms as the correct ones above you will contract the habit of correct speech.

Give oral sentences in which you use the words:

kinder faster better holier softer harder

54 — FORMATION OF WORDS

Drop the final E from the following words and add the suffixes indicated. Many new words of importance are thus formed:

excuse,	ed, ing, able.	advise,	ed, ing, able.
believe,	ed, ing, able.	move,	ed, ing, able.
blame,	ed, ing, able.	live,	ed, ing, able.
value,	ed, ing, able.	cure,	ed, ing, able.
adore,	ed, ing, able.	note,	ed, ing, able.

From the original ten words above we can form thirty new words for our *vocabulary*. By your *vo-cab-u-la-ry* is meant all the words you know how to use correctly.

55 — MEMORY GEM

TOGETHER

When crew and Captain understand
each other to the core,
It takes a gale and more than a gale
to put their ship ashore;
For the one will do what the other commands,
although they are chilled to the bone,
And both together can live through weather
that neither can face alone.

—RUDYARD KIPLING.

Questions

1. Name some dangers of a sea voyage.
2. Do you consider land trips safer? Why?
3. Name another means of traveling.
4. What lesson does the author impart?
5. In what words does he convey this message?

56 — CAPITAL LETTERS

Words formed from proper nouns, the names of nations and of races of people begin with a capital letter.

Copy the following sentences and use the capital letter in the right place:

1. People born in the turkish empire are called turks.
2. The english were surprised by indian ambushes in the war.
3. Spaghetti (spa-ghet-ti) is a great italian dish.
4. The french helped the americans to gain their independence.
5. Our polish boys are very bright; so are the irish and the hebrew boys.

6. Persons born in egypt are called egyptians.
7. Many people in countries south of the united states speak spanish.

57 — USE OF ABBREVIATIONS

The following abbreviations are very often used and should be familiar to the pupils.

Copy the following neatly, the full form and their abbreviations:

yards — yd.	quarts — qt.	dozen — doz.
feet — ft.	gallon — gal.	bushel — bu.
inches — in.	pound — lb.	pecks — pk.
pints — pt.	ounces — oz.	gross — gr.

Note:

The abbreviations for measures are used for both singular and plural; e.g., in. means inch or inches.

Make a bill using at least five of the above abbreviations for goods purchased.

58 — COMBINING SENTENCES

Combine the following sentences; as, for example:

1. Sleep strengthens the mind and the body.
2. Sleep taken in excess dulls the mind and weakens the body.

Sleep strengthens the mind and the body, but, taken in excess, it dulls the mind, weakens the body, and causes loss of time.

- (1) John has a handsome dog.
His name is Ted.
John is very fond of Ted.

- (2) Mary has a beautiful doll.
She named her Betty.
Betty has blue eyes and blond hair.
- (3) A tree is adorned with green leaves. Some trees are laden with ripe fruit. A tree is a beautiful object under certain circumstances.
- (4) The children were playing in a field.
The field was near the river.
The field was beautifully shaded.
The field was a favorite spot for the children.

59 — MORE CAPITALS

The words, *north*, *south*, *east*, and *west*, are written with a capital when they name parts or divisions of a country or of the world; as,

1. The South left the Union because of the Slavery Question.
2. The North fought the South to preserve the Union.
3. The East is connected with the West by many great railroads.
4. The East is suffering from famine at the present time, and the West is coming to its relief.
5. Cotton is a very important crop to the people of the South.

Note:

When the words, north, south, east, west, refer only to a direction they begin with a small letter; as,

Chicago is west of Buffalo.

Buffalo is east of Cleveland.

New Orleans is south of St. Louis.

Montreal is north of New York City.

160 FURTHER EXERCISE ON ABBREVIATIONS

Write four sentences in which you use the words *east*, *north*, *west*, *south*, with capitals; write four other sentences in which you use the same words without capitals.

60 — FURTHER EXERCISE ON ABBREVIATIONS

Study the full forms and the abbreviations in the following:

Cash on delivery	— C.O.D.	forenoon	— a.m.
Rural Free Delivery	— R.F.D.	afternoon	— p.m.
page — p.	pages — pp.	Post Office	— P.O.
Against (<i>versus</i>)	— vs.	Avenue	— Ave.

Write the following sentences, using the abbreviations where it can be done:

1. Please send me goods ordered. I have ordered, cash on delivery.
2. Her address is East Avon, Rural Free Delivery, Route three.
3. Study page nine now; we will have pages ten and eleven later.
4. It will be the Giants against the Yankees next Saturday.
5. I went to the General Post Office this afternoon.
6. Class begins at 9 in the morning; it ends at 3 in the afternoon.
7. My uncle lives at the corner of Fifth Avenue and 72nd Street.

61 — TOPICS FOR ORAL WORK

The following "RULES FOR CONDUCT" were found in an old diary belonging to George Washington, in his own handwriting. They are as useful and as important today as when he wrote them.

Use the ones you like best to talk of to the class:

1. Turn not your back to others, especially in speaking.
2. Jog not on the table on which another reads or writes.
3. Lean not on anyone.
4. Look not nigh when another is writing a letter.

62 — CORRECTIVE ENGLISH

Its and It's

Write the following sentences in your EXERCISE and place in the blank spaces the correct word—ITS or IT'S.

It's is a contraction for *it is*; *Its* shows possession.

1. I feel certain that —— going to snow. (its, it's.)
2. I like baseball; I think —— a very nice game.
3. Our large dictionary is losing —— cover.
4. The tabby cat likes —— little kittens very much.
5. Mother said, "Children —— time for bed."
6. John sang, "—— a long, long way to Tipperary."

63 — CORRECTIVE ENGLISH

I, We, She, They

Read the following sentences, using the correct words from the parentheses:

1. Is that you, Mary? Yes, it is —— (I, me).
2. Was that Frank who spoke? No, it was not —— (he, him).
3. Well, I thought it was —— (he, him).
4. It was —— (she, her) who wrote that sentence.
5. I did not think it was —— (she, her).
6. Do you think it was —— (we, us) who did it?
7. Was that Catherine and Sarah? No, it was not —— (them, they).

8. Well, was it Helen and Mary? No, it was not — (they, them).

9. Was that Patrick? Yes, it was — (he, him).

10. Who can solve the problem? (we, us, they, them, I, me.)

64 — HOMONYMS

stationary	mail	not	sun
stationery	male	knot	son

1. Our Principal buys *stationery*, such as pens, paper, pencils, etc.

2. The people in ancient times thought the earth stood still; that it was *stationary*; we know better now.

1. The postman brought the *mail*.

2. The masculine gender denotes the *male* sex.

1. I am *not* going to the store.

2. John tied a *knot* in the rope.

1. The *sun* is more than ninety million miles from the earth.

2. A good *son* always loves and obeys his mother.

Use the above *homonyms* in oral sentences of your own composition.

Give the definition of homonyms.

65 — DID, DONE, BURST

Read the following sentences and use in the blank spaces the correct word from the parentheses.

The word *done* requires a small helping word; such as, *has* or *have*, or *had*.

1. John — all the work given him. (did, done)

2. He has — all his problems correctly. (did, done)

3. Mary and Helen have — all their work, too. (did, done)

4. They even — more than their usual good work.
(did, done)
5. John, I trust you — all your home work, too.
(did, done)
6. Has he ever — things like that before? (did, done)
7. You have — very well. You — well yesterday.
(did, done)

Note:

The word “bust” must never be used instead of *burst*. There is no such word as “busted” or “bursted.”

1. The water pipes in the building *have burst*.
2. The pipes *burst* last winter, also.
3. The *bust* of Abraham Lincoln is in the vestibule.

66 — CONJUNCTIONS REVIEWED

Notice the little words that join the nouns and the pronouns in the following:

John *and* James have gone in swimming.

She *and* I are first cousins.

Frank *or* Henry owns the auto.

Either William *or* Bernard told the teacher.

It was not Ellen, *but* Gertrude, who sang that hymn.

Not riches, *but* virtue, will make you happy.

Those little words, *and*, *or*, *but*, are called Conjunctions.

Exercise on Conjunctions

Copy the following and notice how the Conjunction joins the short, simple sentences:

1. The boys of our class play ball.

2. The boys of our class play tennis.

Joined: The boys of our class play ball *and* tennis.

1. Some of our girls play the piano.

2. Some of the girls of our class play the violin.

Joined: Some of our girls play the violin *and* some of our girls play the piano.

REVIEW

1. Define adjective.

2. Compare the following adjectives:

small, happy, beautiful, obedient, smart

3. How is the superlative degree of adjectives formed?

4. Give two ways of forming the comparative degree of adjectives.

5. Use the correct word from the parentheses in the following:

(a) Frank is taller than — (I, me).

(b) Mary is smarter than — (we, us).

(c) We are poorer than — (they, them).

6. Write three sentences to show the correct use of capital letters.

7. Write the abbreviations for the following:

yards	pounds	bushel	feet
gallons	ounce	quart	avenue

8. Write the full form for which the following abbreviations stand:

C. O. D. P. O. a. m. vs.

9. Recite from memory one stanza of a memory gem you have learned this term.

10. Write sentences in which the following homonyms are used:

stationary	sun
stationery	son

11. Write the following from dictation:

(A) **A Castle in the Air**

I built myself a castle,
 So noble, grand, and fair;
 I built myself a castle,
 A castle — in the air.
 I looked at all the castles
 That rise to grace the land,
 But I never saw another
 So stately or so grand.

—ADELAIDE PROCTER.

(B)

Let us not stop to examine the evils that others do, but think only of the good which we ourselves should do.

67 — WRITTEN COMPOSITION

The Fox and the Stork

One day a fox asked a stork to come and dine with him. "Thank you," said the stork, "I will do so with pleasure."

The fox is a funny fellow, and he wished to play a trick on the simple stork.

When the stork came, all she found on the table was some thin soup in shallow dishes. She could get only a taste of the soup by dipping in her long, sharp bill.

The fox lapped it up quickly with his broad tongue, now and then asking the stork how she liked her dinner.

Some days after, the stork asked the fox to dine with her. Sly as he was, he did not expect to be paid back in his own coin; so he went.

When dinner was served, he was much vexed to see nothing on the table but some fine hot soup in long, narrow-necked bottles.

The stork with her long, sharp bill could help herself to plenty of it, while the fox could not get so much as a taste.

“Is this all you have for dinner?” asked the fox.

“Nothing more,” said the stork. “I am glad to see you are so hungry. You will surely make about as good a dinner at my table as I did at yours the other day.”

The fox was inclined to be angry, but had to own that he had been rightly dealt with. He felt that if he did not like to have a joke played upon himself, he should not have played one upon the stork.

After a while, however, the generous stork poured out half the soup into a bowl and set it before the fox.

The cunning old fox felt so ashamed of himself that he has never looked anyone straight in the face from that day to this.

Questions

When the stork went to the fox's dinner, what did she see on the table? When the fox went to the stork's dinner, what did he see? Was he pleased? Why did he not get angry? Were the fox and the stork friends? Have you ever seen a stork?

1. Tell the story in your own words.
2. Write the story.

68 — CORRECTIVE ENGLISH

Fall, Give, Take, Break

Read very carefully the following sentences and pay special attention to the correct use of the above words:

1. It is very easy to *fall* on ice.
2. My little brother *has* often *fallen* when skating.
1. Lucifer *fell* from Heaven by his pride.
2. The sinner *has fallen* from grace by his sin.
1. Our parents *give* us all we need.
2. Our Divine Lord *has given* himself to us in the Holy

Eucharist.

1. In His goodness God *gave* us good parents.
2. Our teachers *have given* us great help in school.
1. We should *take* only what belongs to us.
2. Mary *took* her little sister to the Museum Saturday.
3. God *has taken* my mother to Himself in Heaven.
1. The old man *fell* and *broke* his arm.
2. Many persons *have fallen* on the icy pavement.
3. He *has broken* the promise he *had given* us.

Caution:

Carefully avoid all such expressions as:

He had fell, for, He *had fallen*.

She had gave, for, She *had given*.

They had took, for, They *had taken*.

I have broke, for, I *have broken*.

Never use the little helping words, *have* or *had*, before the following verbs:

fell gave took broke spoke wrote rode

Give oral sentences in which you use each of the above verbs.

Exercise

Rewrite the following sentences and put the correct word from the parentheses in the blank spaces:

1. After I had — I could not get up again. (fallen, fell)
2. How many times have you — on the ice, Peter? (fell, fallen)
3. Have you ever — on icy pavements? (fallen, fell)
4. Our teacher has — us the Weekly Report. (gave, given)
5. My mother has — me a nice present. (given, gave)
6. I have not — back my library book yet. (given, gave)
7. We had — our seats before the bell rang. (take, taken)
8. I was sorry I had — the vase. (broke, broken)
9. My pen was — before I got it. (broken, broke)
10. Thomas, how often have you — your pen? (broke, broken)

69 — PRONUNCIATION

Note:

Pay special attention to the sound of the letter T in each of the following words:

facts	directly	boasts	insists
tracts	distinctly	ghosts	consists
instructs	perfectly	fists	resists

Be careful to sound the letter D in the following:

hands	stands	builds	holds
bands	lands	child's	colds
friends	sands	folds	scolds

Do not omit the sound of the letter H in the following:

shroud	shrub	shriek	shrewd
shrink	shrill	shrug	shrimp

The following words need watching for correct pronunciation. It is made easy by dividing them into their syllables; as,

ev-er-y	his-to-ry	fam-i-ly	sev-er-al
mem-o-ry	safe-ty	ni-ce-ty	be-lief
li-bra-ry	par-tic-u-lar		

70 — HOMONYMS

In written sentences show that you know the meaning of the following words that have similar sounds, but different meaning:

knew	sale	write	know	there	to	hour
new	sail	right	no	their	too	our
					two	

Caution:

Do not sound knew, new, as though they were spelled NOO. Say, the pew; then, new, knew.

71 — CORRECT USE OF WORDS

Think, Guess; Said, Says; Have, Got

1. I *think* of my father in Heaven.
2. We *guess* it will rain today.
1. We should often *think* of our death.
2. Can you *guess* who's here?
1. Henry *said* he intends to go to college.
2. Our teacher *says* we are good pupils.

1. Our Lord *said*, "Blessed are the pure of heart."
2. My sister *says* she will finish algebra this term.
1. Bernard and his brother *have* a nice little pony.
2. They *got* it in West Virginia.
1. My parents *have* a nice Dublin accent.
2. They *got* it from living in Dublin in their childhood.

Exercise

Write original sentences in which you use correctly the following words:

think — guess said — says have — got

72 — MEMORY WORK

Memorize the stanza below and recite it to your class:

The Flag Goes By

Hats off!

Along the street there comes
A blare of bugles, a ruffle of drums,
A flash of color beneath the sky;

Hats off!

The Flag is passing by!

—BENNETT.

Give the salute to the Flag.

What is meant by a Flag of Truce?

How many stars in our Flag? How many stripes?

Name the colors in our Flag. Can you give the meaning of each of the colors in our Flag?

Connect the name of Betsy Ross with our Flag.

73 — ORAL COMPOSITION

My Mother's Grave

It was the first time I knelt at my mother's grave, after an absence of thirteen years.

Oh, how things had changed for me since I was a little child at my mother's knee, learning my prayers! I could hardly believe I once was that little child whom my mother so dearly loved.

As I knelt there, I recalled how sick she was just before she died. I remembered that I had lost my place in class and came home in a peevish mood. My sick mother asked me to get her a glass of cool water. In a huffy manner I asked her to let my brother get it for her.

With a mild look of loving reproach she said, "And will not my dear little Agnes do it for her poor sick mother?"

I brought her the glass of water to the bedside, but I did not do it with good grace. I went away from her at once without waiting for the kiss my mother always gave me, when I did something for her.

I can yet see how pale and delicate she looked, I still hear her feeble voice calling me back to her. I did not return to her bedside.

In the morning I went to her room to beg her to forgive me, but mother did not speak to me then; my darling mother was dead.

It is thirteen long years since that day, but I would give worlds if I could just once again hear my mother's voice. Oh, if I could only hear her say she forgave my unkind conduct to her!

I cannot hear her voice again. I cannot call her back. But as I knelt by her dear grave, I resolved to be kind and gentle to every one. I hope in this way to make some little amends to my beloved mother.

Memory Gem:

“But O for the touch of a vanished hand,
And the sound of a voice that is still!”

Read the story above and tell it to your class.

74 — CORRECT USE OF THE APOSTROPHE

Give the reason for the use of the apostrophe in one sentence and not in the other in each group following:

1

The boys were in the ball field at their game.
The boys' club will meet after class to-day.

2

The farmers shear their sheep in warm weather.
The farmers' sheep give the wool used for warm clothing.

3

The little babies in the Infant Asylum look very pleasing.
The Babies' Asylum is located at 438 Seneca Street.

4

The robins build their nests in the old oak tree.
The robins' nests are safe in the old oak tree.

5

The girls in our school are noted for their modesty.
The girls' Sodality will meet next Sunday.
The possessive words in the above groups are plural;
write the singular possessive of each of them.

Write the possessive singular and plural of each of the following:

boy	girl	country	child	ox
man	woman	monkey	teacher	fox

75 — BUSINESS LETTERS

145 State St.,

Albany, N. Y.,

June 7, 1926.

The Eastman Kodak Co.,

176 East Main St.,

Rochester, N. Y.

Gentlemen,

I herewith enclose money order of five dollars (\$5) for one year's subscription to "Kodak as You Go," to begin with the July number.

Yours truly,

Mary Kennedy.

Exercise

With the above as model, write the following:

To Boys' Life Magazine, 50 Fifth Ave., New York, N.Y.

Monthly for one year, beginning with current number.

Say by what method you are sending payment of \$2.60.

To Merrill Book Co., 440 Fourth Ave., New York City,

ordering one copy of Elementary English, by Hodge

and Lee, price 95 cents, and say in what way you are sending payment, whether by stamps or money order.

76 — CORRECTIVE ENGLISH

Read carefully the following and pay attention to the mistakes they are intended to correct:

1. I wish I knew where my pencil is. (not, *I wisht*, etc.)
2. I know this is my pencil. (not, this *here* pencil, etc.)

3. I got it from my sister in grade 6-B. (not, *off* my, etc.)
4. We should do our work well. (not, do it *good*.)
5. It was John who threw the rubber. (not, *fired* the rubber.)
6. Bernard hurt himself playing ball. (not, *hurted hisself*.)
7. Guess how many apples I have. (not, how *much* apples.)
8. I answered the question first. (not, *I* answered *first off*.)

There are no such words as,

hurted	hisself	bursted	busted
theirsself	lookit	drownded	

77 — IMPORTANCE OF PUNCTUATION

Give the name of each of the following punctuation marks and use each in separate sentences:

. , ? ! ' "

Many serious mistakes are made because the punctuation marks have not been correctly used. You easily see how the little mark (.) the period will make a very great difference according to the position it has in the following:

\$500. \$50.00 \$5.00 \$5000.

Notice the difference caused in the meaning of the two following sentences by placing the punctuation marks where they do not belong:

1. What do you think! I'll shave you for nothing and give you a drink.

2. What! Do you think I'll shave you for nothing and give you a drink?

Notice the difference in the following:

1. What are you going to ask her to sing?
2. What! Are you going to ask *her* to sing?

And the following:

1. "Did you see the officer strike Charles?" asked Henry.

2. "Did you see the officer strike?" Charles asked Henry.

One Use of the Colon (:)

We place the colon (:) after the salutation in a business letter; as,

Dear Sir: Gentlemen: Sir:

78 — GENDERS

Many nouns and pronouns show by their form (spelling) whether they denote male beings or female beings.

This distinction in regard to sex is called **GENDER**.

1. A word that denotes a male being is said to be in the

Masculine Gender; as,

John, boy, Henry, he, father, his, man, hero, soldier.

2. A word that denotes a female being is said to be in the

Feminine Gender; as,

Mary, mother, girl, aunt, sister, Catherine, niece, she, her.

3. A word denoting a thing that is neither male nor female is in the

Neuter Gender; as,

match, shoe, hand, bread, it, house, fire, snow, cake, its.

Memorize the definitions 1, 2, 3.

Exercise

I. Write the words below in three separate columns, placing all words that denote males in the first column, all the words that denote females in the second column, and all the words that denote neither males nor females in the third column:

mother	brother	uncle	sister
Bernard	blackboard	table	him
houses	priest	apples	heroine
Margaret	mountain	aunt	grammar
classroom	Henry	niece	she

II. Point out each noun or pronoun below that denotes a male being; each noun or pronoun that denotes a female, and each word that denotes neither male nor female:

- Mary's mother helps her study her lessons at home.
- A good boy helped the old lady across the street.
- The King gave the Queen a very costly present.
- During the rush hours a gentleman will give his seat to a lady.
- John loves his mother and father very dearly.
- A bricklayer earns a good salary when he is working.
- Joan of Arc was a pious girl.
- Your nephew is the son of your sister or your brother.
- Marie Frances Martin was a gentle little girl.
- She is now a saint and is known as the "Little Flower."

79 — THE ANTECEDENT

For what NOUN does each of the pronouns following stand?

1. Elizabeth loves her little brother.
2. Henry is very fond of his little sister.
3. Good children love their parents.
4. Ill-bred children trouble their teachers.
5. Parents take God's place; we should obey them.
6. John tries to help his father all he can.
7. Sarah says she intends to become a teacher.
8. Patrick told me he wants to study for the priesthood.
9. William is going to be a Christian Brother.

In sentence number one, the word "her" stands for the word *Elizabeth*. In sentence seven the word "she" stands for the word *Sarah*.

The word for which the pronoun stands is called its *Antecedent*.

Name the Antecedent in each of the above sentences.

The *Pronoun* will be of the same Gender as its *Antecedent*.

Give the Gender of each Pronoun in the above sentences.

Remark:

The pronouns, he, his, him, are *always masculine* gender.

The pronouns, she, her, hers, are *always feminine* gender.

The pronouns, they, their, them, *may be either* gender.

Exercise

Name the pronoun in each of the following sentences and give the Gender and the Antecedent of each:

1. Men do good work when they rest well at night.
2. Patrick said he worked all the problems and found them easy.

3. Mary and Catherine help at home all they can.
4. She gave them an interesting book. They like to read it.
5. Iron is a very heavy metal; it is very valuable.
6. Gold and silver are so valuable because they are so rare.

REVIEW

1. Give from memory one stanza from a poem studied this term.

2. Use the word "fall" in three different sentences to show past time.

3. Give three sentences in which the verb "break" is used to show future time.

4. Use the verb "give" to show future time.

5. How many syllables in each of the following:

every	history	several	library
nicety	memory	family	probably

6. Write the above words to show their separate syllables.

7. Give oral sentences to show that you know the difference between the two words in each set following:

think	have
guess	got

8. Recite the stanza from "Hats off, the Flag goes by."

9. Show the difference in the use of the plural words in the sentences following:

1. I saw the girls walking down the street.
2. The girls' club is at 207 East End Avenue.

1. The boys are playing baseball.
2. I met him at the boys' club.

10. What is wrong with the following?

The boys' are all studying hard.

The girls' also work hard for the exams.

11. Write a letter to Macy's, Sixth Ave., New York, N. Y., ordering any goods you wish.

12. Give the definition of Gender, and the name of the three kinds.

13. In what gender is each of the following?

Margaret, pin, Henry, sister, hat, uncle, pen.

14. What is meant by the Antecedent of a pronoun?

Name the antecedent in each of the following:

John loves his sister.

Mary loves her brother.

John and Mary love their parents.

The cat cares for its kittens.

John saw me and I saw him.

15. Dictation:

Our Native Land

What land more beautiful than ours?

What other land more blest?

The SOUTH with all its wealth of flowers?

The prairies of the WEST?

She binds us with the cords of love;

All others we disown;

The rights we owe to God above,

We yield to HIM alone.

Write the following proverbs from dictation; pay special attention to the penmanship, the capitals and the marks of punctuation:

1. Haste makes waste, and waste makes want, and want makes strife between the good man and his wife.
2. God always helps those who help themselves.
3. If you give a dog a bad name you may as well shoot him, for he is as good as dead.
4. Give him an inch and he'll take an ell. (45 inches.)
5. We should publish our joys and conceal our griefs.
6. Do good and then do it again.

A proverb is a short expression that contains a great deal of meaning. Our Divine Lord frequently made use of proverbs in His teachings.

BOOK TWO
Sixth Year, Second Half

SIXTH YEAR, SECOND HALF



1 — WRITTEN COMPOSITION

How to Keep Physically Fit Outline

- I. What is meant by physical fitness?
- II. Means to become physically fit:
 - (a) By proper nourishment.
 - (b) By proper rest.
 - (c) By proper exercise.
- III. Benefits of physical fitness:

Physical fitness is that healthy condition of body which enables one to perform properly the duties of life.

Proper nourishment, rest and exercise will usually keep one well. But these things taken to excess are harmful. Eat good food slowly and regularly. It is not the quantity but the quality that counts. Retire early and rise early. Too much rest weakens the body and dulls the

mind. Exercise need not be all play. Productive exercises, such as chopping wood, cleaning a house or yard, are useful not only to ourselves, but a benefit to others. Care of the body is not a matter of choice. The Fifth Commandment of God obliges us to take proper care of our own life and health.

One who is physically fit can be a useful member of society. Health in the father and the mother means health in the child. Boys and girls of today should remember this, and strive to keep in good physical condition.

Make an outline for three paragraphs, and write on one of the following:

1. How to Practise Politeness.
2. How to Be Thrifty.
3. How to Advance in Studies.
4. How to Be Contented.
5. How to Be Neat.
6. How to Speak Properly.
7. How to Act in Company.
8. How to Be a Dutiful Son or Daughter.

2 — THE LINKING VERB (OR COPULATIVE)

You have learned that a word which expresses action is called a Verb.

Give three sentences in which you use words expressing action.

A Verb which expresses action is called an *Active* Verb.

Copy the following sentences and notice the word that seems to *link* the subject to the other words in the sentence:

- | | |
|-------------------------|---------------------------------|
| 1. John is a good boy. | 6. The children are happy. |
| 2. Henry was at school. | 7. The girls were in the choir. |
| 3. Patrick is sick. | 8. Mary was very sick. |
| 4. I am a Catholic. | 9. We were successful. |
| 5. You are a scholar. | 10. They will be happy. |

Name the subjects in the above sentences.

The subjects seem to be "linked" to the rest of the sentences by the little words, *is, was, am, are, were*. Such "linking" words are called **COPULATIVE VERBS**.

Name the Copulative Verbs in each of the above sentences.

Copulative verbs are sometimes called *neuter verbs*.

3 — NAMING THE COPULATIVE VERB

Give the Copulative Verb in each of the following:

- Theodore Roosevelt was our President.
- General Pershing is a great soldier.
- The Hudson River is broad.
- Longfellow was a great poet.
- The auto is very useful now.
- I am a student.
- You are a student.
- They will be good men.

4 — THE ATTRIBUTE

(A)

Do the following seem to be complete?

- | | | |
|---------------|-----------------|----------------|
| 1. I am. | 4. You are. | 7. He is. |
| 2. I was. | 5. You were. | 8. He was. |
| 3. I will be. | 6. You will be. | 9. He will be. |

Now use the word "happy" after each of the above and you will see that each makes complete sense; as,

1. I am happy. 3. You are happy. 5. He is happy.
2. I was happy. 4. You were happy. 6. He will be
happy.

Use the words, *poor, wealthy, healthy, sick, content, pious*, after each of the neuter verbs in (A).

You will notice that each of the words added to the verbs in (A) refers to the subject; as,

I am sick. I am poor. I will be content, etc.

The word that completes the sense of the Copulative Verb and refers to the subject is called the **ATTRIBUTE**.

Write that definition and study it.

Exercise

Name the Attribute in each of the following:

1. Mary is a good girl.
2. John will be better.
3. Henry was very sick.
4. I am a poor boy.
5. My relatives were rich.
6. My father is a carpenter.
7. Her mother was a dressmaker.
8. Our cousins were kind to us.
9. My brothers are policemen.
10. I may be very happy.

Name the sentences above in which the Attribute is a Noun; those in which the Attribute is an Adjective.

The Attribute of a sentence may be a Noun, a Pronoun or an Adjective.

When the Attribute is a noun, it is called a **PREDICATE NOUN**.

If the Attribute is an Adjective, it is called a **PREDICATE ADJECTIVE**.

5 — THE ATTRIBUTE (Continued)

Nouns as Attributes

1. He is a good man.
2. She is a pious mother.
3. John is a good boy.
4. Mary is a modest girl.
5. Henry will be a good pupil.
6. Patrick has been a better boy.
7. His uncle is a rich man.
8. Their parents were poor people.

Name the Attribute in each of the above.

Pronouns as Attributes

- | | |
|------------------------|-----------------------------|
| 1. It was he. | 4. I should, if I were you. |
| 2. It was not I. | 5. I thought it was he. |
| 3. Perhaps it was she. | 6. I am he. |

Name the Attribute in each of the above.

Adjectives as Attributes

- | | |
|----------------------------|-----------------------------|
| 1. They were rich. | 6. He will be happy. |
| 2. We are very happy. | 7. She was very content. |
| 3. Bernard is very strong. | 8. They will be successful. |
| 4. My mother is kind. | 9. John has been sick. |
| 5. Our teacher is good. | 10. I am obedient. |

Name the attribute in each of the above sentences.

Name the Copulative Verbs in each sentence in Lesson 5.

What parts of speech may be used as Attributes?

We find the Attribute by asking the same questions after the verb as we ask to find the Object. What are those questions?

Give five oral sentences having an Attribute in each.

Tell which part of speech each Attribute is in your sentences.

Some of the important Copulative words are:

is, was, am, will be, were, are.

Write each of the above Copulatives in original sentences and underline the Attribute in each sentence.

6 — HOMONYMS

Copy very neatly the following sentences and pay special attention to the words in italics:

1. We marched down the *aisle* on Sodality Sunday.
2. The Emerald Isle is the *Isle* of Saints and Scholars.
3. *I'll* gladly go with you to Benediction.

1. Do you like to eat the *core* of an apple?
2. My brother was in the best *Corps* during the World War.

1. John lost an *oar* just as he was midway across the river.

2. Copper *ore* is found along the shores of Lake Superior.
3. The Star Spangled Banner does wave *o'er* the Land of the Free.

7 — THE PARAGRAPH

The parts into which a composition is divided are called *paragraphs*.

Each paragraph may contain many sentences, or only a few. The first sentence in every paragraph should begin more to the right than the other sentences. This is what is called "indenting" the paragraph.

Each paragraph has its own topic.

All the sentences of a paragraph should relate to the same TOPIC. Be careful to improve in "Sentence-Sense," so that you can tell where the sentence begins and where it ends. You can do this by paying attention to all you read.

Are you using capital letters and punctuation marks correctly?

8 — ORAL COMPOSITION

Read very carefully the following true anecdote (story), and then be able to tell it to the class in your own words:

A merchant advertised for a boy to help in the office. Next morning about fifty boys crowded around the door, all trying to get the position. In a very short time the employer chose one of them, and sent all the others away.

A friend of the business man asked him how he so quickly found the right boy, especially as the boy had no letter to recommend him. The proprietor said:

"The boy I chose cleaned his shoes on the mat and very quietly closed the door. This showed me that he was tidy and orderly. He took off his cap immediately and answered all my questions with respect and intelligence. He lifted the book from the floor where I purposely had placed it, whereas, the other boys had passed it. He waited quietly for his turn and did not push or shove as some of the others did. I noticed that though his clothes were poor, they were clean and not torn, and that his shoes were nicely polished. His teeth were milk-white, and his finger nails were not tipped with 'jet'."

“Now,” said the business man, to his friend, “Don’t you think he had many letters to recommend him? I certainly do, and what I cannot tell about a boy by using my eyes and my ears, no number of fine letters can tell me.”

9 — PREPOSITIONS

Notice the little words *italicized* in the following:

1. The book lies *on* the table.
2. John, please go *for* the bread.
3. The book is *under* the desk.
4. Mary, kindly go *to* the bookcase.
5. The pencil is *between* the books.
6. Take that pencil *from* the folder.
7. The book *with* the red cover is mine.

Each of the *italicized* words above is used to show some relation between two words in the sentence.

In sentence 1 the word *on* shows the relation between *table* and *lies*. *On* is necessary to complete the sense. Omit the word *on*, and there is not complete sense in saying “The book lies the table.”

In sentence No. 7 the word *with* shows the relation between *book* and *red cover*.

The same is true for all the *italicized* words above. Such words as *on*, *in*, *with*, *at*, *for*, are *prepositions*.

Selecting the Preposition

Name the Preposition in each of the following sentences:

1. There is fruit in the dish. He went to Boston.
2. The question passed from him to me. I came from Rochester.

3. Often raise your heart to God. Mary just went into the Church.
4. Patrick, please listen to me.
5. We must work hard for an education.
6. Henry remained behind his father. The Infant was laid in a manger.
7. Catherine sat before her mother in the auto.
8. Lily sat by her sister in the car.
9. The pencil fell under the desk.
10. Our teacher stands by the blackboard.

10 — PHRASES

Read the following groups of words and tell which groups make complete statements and which only partial sense:

1. Before Christmas.
2. After the holidays.
3. In the corridor.
4. I will go to college, if I can.
5. The farmer leads a peaceful life.
6. On the teacher's desk.
7. By the door.
8. For a situation in the drug store.
9. We say our prayers well.

What do we call a group of words that makes a complete statement?

A group of related words that does *not* make complete sense is called a **PHRASE**. Write the definition of a Phrase and memorize it.

The groups of words that we have called PHRASES often begin with a Preposition; as,

<i>In</i> the desk.	<i>From</i> New York to Missouri.
<i>By</i> the desk.	<i>Under</i> the spreading chestnut tree.
<i>On</i> the desk.	<i>On</i> our way to Mexico.
<i>At</i> the desk.	<i>Above</i> all the angels in glory.
<i>Under</i> the desk.	<i>Between</i> you and me.

Compose sentences in which you use each of the phrases above.

When the first word of a Phrase is a preposition, the phrase is called Prepositional in form.

Give oral phrases in which you use the following prepositions:

in	by	on	to	beside	for
at	for	under	into	between	among

CAUTION: Not all small words are prepositions. You must learn to select the prepositions by their *use* in a sentence, not by the number of letters they have. The word *for* can be a conjunction.

11—THE SIMPLE SENTENCE

1. The boy carries a basket. This is a simple sentence. Why?

2. The boy carries a basket and a satchel. A simple sentence. Why?

3. The boy whistles and sings. A simple sentence. Why?

4. The boys and the girls study well. A simple sentence. Why?

Each sentence above makes but one statement, and is called a Simple sentence.

Sentence number two has a compound object; name it.

Sentence number three has a compound predicate verb; name it.

Sentence number four has a compound subject; name it.

Write two simple sentences containing a compound subject, and two containing a compound predicate verb.

12 — OUTLINES

1 — A Party

- I. When and where held?
- II. Who were there?
- III. What was done?
 - A. The games.
 - B. The supper.
- IV. Why I liked the party.

ST. PATRICK'S DAY

- I. Looking forward to the day.
- II. What happened during the day?
 - (A) The parade.
 1. Who marched?
 2. The accident.
 - (B) The automobile ride.
- III. Talking over the events of the day.

Write a composition following the points indicated in either of the outlines given above.

13 — THE ADJECTIVE PHRASE

When Phrases relate (refer) to a Noun they are called **Adjective Phrases**; as,

1. John is a boy *of fine character*.
2. Mary is a girl *of excellent disposition*.
3. No man *of common sense* would do that.

4. A house of stone is colder than a house of brick.
5. A book on politeness is a valuable one.

Pick out the adjective phrase in each sentence and name the noun to which it refers.

Write three sentences each containing an adjective phrase.

14 — MAKING ADJECTIVE PHRASES

The sentence, "A *rose* garden came to view," may be changed to read, "A garden *of roses* came to view." In the second sentence we have changed the adjective *rose* into the adjective phrase *of roses*.

Rewrite the following sentences and change the adjective words in italics to adjective phrases:

1. A *wooden* bridge crossed the swollen river.
2. The *distant* hills are usually covered with verdure.
3. The *hillside* shepherds heard the angels' hymn.
4. The poor old man was *homeless* and *friendless*.
5. He was a *courageous* boy and his sister is a modest girl.
6. *Country* children are healthier than *city* children.
7. The pretty *curly-haired* child smiled at me.
8. She wore a rich *silver* ring on the third finger.
9. He sailed on the Mississippi River in a *birch-bark* canoe.
10. He was a very *generous* man, and he gave alms liberally.

15 — ORAL COMPOSITION

Select any one of the following Topics and use it as a story which you relate to the class:

1. When I Learned How to Swim.
2. How I Learned to Use the Sewing Machine.

3. My Birthday Party.
4. Preparation for My Confirmation.
5. Helping Mother at Home.
6. Running Errands for Mother.

You may first give reasons why you choose the Topic for the story.

Be careful not to use *And* and *Now* too often.

To write a few sentences as aids will make it easier.

Be careful to use good English in all your conversations. Merely learning about English in the class will not be sufficient. You must also practise what you learn.

REVIEW

1. Give three Copulative Verbs in Oral Sentences.
2. What is meant by the Attribute in a Sentence?
3. What three parts of speech may be used as Attributes?
4. Write three sentences in which you use as Attributes: (a) An adjective. (b) A noun. (c) A Pronoun.
5. What is meant by Predicate-Noun?
6. What is meant by Predicate-Adjective?
7. To what should all the sentences in a paragraph refer?
8. Write sentences containing each of the following: *in, at, by, on, between, among*, and point out the object of each preposition in each sentence.
9. Write two sentences, each containing an Adjective Phrase.

16 — USE OF CAPITAL LETTERS

1. The names of Religious denominations should begin with a capital; as, *The Quakers, The Baptists, The Methodists*.
2. The names of political parties begin with a capital; as, *The Republican Party, The Democratic Party*.

3. Important Events and Periods begin with a capital; as, *The American Revolution*, *The World War*.

4. All Proper Adjectives begin with a capital; as, *Italian* armies, *American* navies, *Irish* soldiers.

5. Proper Adjectives are those formed from Proper Nouns; as in the above the nouns are Italy, America, Ireland.

Write four sentences to show the use of capital letters, as in the four rules given above.

17 — LETTER WRITING

1. Write a letter to some friend about a good time you have had recently. In your letter have about three short paragraphs. See to it that each paragraph contains one main topic.

_____	}	Heading

_____	}	Salutation

_____	}	Body

_____	}	Complimentary Closing

_____	}	Signature

18 — PREPOSITIONS (Continued)

Read the following sentences and pay special attention to the words in italics:

1. The cat ran *up* the pole.
2. The cat ran *round* the pole.
3. The cat ran *down* the pole.
4. The cat ran *behind* the pole.
5. The cat ran *to* the pole.
6. The cat ran *from* the pole.

These six sentences show different relations and the relation is shown by the little words in italics.

The words in italics show the relation between the word *ran* and the word pole: they are called *Prepositions*.

A **PREPOSITION** is a word that introduces (begins) a phrase and shows the relation of the principal word in the phrase to some other word in the sentence.

Some Important Prepositions

Copy the following prepositions in your exercise:

on	into	down	for
in	from	over	above
at	upon	with	around
by	under	behind	before

Use each of the above prepositions in an oral sentence, and name the phrase that each preposition introduces (begins).

Naming the Prepositions

Point out the preposition in each sentence below and name the phrase introduced by each preposition:

1. Little Jack Horner sat in a corner.
2. Put your shoulder to the wheel.

3. Washington is the capital of the U. S.
4. I went with my father.
5. I sat by my mother.
6. The book is on my desk.
7. I have it in my hand.
8. Go to sleep, baby.
9. He sails across the sea.
10. The flag is above us.



Wide World Photo

19 — STUDY OF A PICTURE

Two Young Friends

Write a short story suggested by the picture (Two Young Friends).

20 — STUDY OF A STANZA OF POETRY

It is summer; it is summer; how beautiful it looks!
There is sunshine on the gray hills; and sunshine on
the brooks;
A singing bird on every bough; soft perfumes on the air,

A happy smile on each young lip, and gladness everywhere.

Read the stanza. Of what does the author speak? Name other things that make summer beautiful.

How many lines in the stanza? How many parts in the first line?

Read the first statement in the second line. What words show where the sunshine is? Read the second statement of this line. What two words are needed to make this statement complete? What does "sunshine" on the brooks mean?

Read the second statement in the third line.

What two words are needed to complete this statement? What is meant by "soft perfumes on the air?" Name some of the different things that make these perfumes.

What is meant by "A happy smile on each young lip?" Why is there this happy smile?

What is the last statement of this stanza? What makes all this gladness?

Commit the lines to memory. Write them from memory. Compare your copy with the text.

21 — A CHRISTMAS SONG

Everywhere, everywhere, Christmas to-night;
Christmas in lands of fir tree and pine;
Christmas in lands of palm tree and vine;
Christmas where snow peaks stand solemn and white;
Christmas where corn fields lie sunny and bright;
Everywhere, everywhere, Christmas to-night.

Christmas where children are hopeful and gay;
 Christmas where old men are patient and gray;
 Christmas where peace, like a dove in its flight,
 Broods o'er brave men in the thick of the fight;
 Everywhere, everywhere, Christmas to-night.

Then let every heart keep its Christmas within,
 Christ's pity for sorrow, Christ's hatred for sin,
 Christ's care for the weakest, Christ's courage for right,
 Christ's dread of the darkness, Christ's love of the light,
 Everywhere, everywhere, Christmas to-night.

For the Christ Child who came is the master of all;
 No palace too great and no cottage too small.

—PHILLIPS BROOKS.

1. In our country where are "the lands of palm tree and vine?" Where are "the lands of fir tree and pine?"
2. Why are children hopeful and gay at Christmas time?
3. What happened on the first Christmas Night?
4. What is the meaning of the third and fourth lines of the second stanza?
5. In the third stanza does the author tell us to imitate Christ?

Memorize the last two lines of the poem.

22 — CORRECT USE OF PREPOSITIONS

Between, Among

The preposition *between* refers to only two Persons or things.

The preposition *among* refers to more than two persons or things.

1. The five cakes were divided *among* the twelve girls.
2. We shall divide the pie *between* the two of us.
3. The teacher distributed the five pounds of candy *among* the thirty-five children of her class.
4. A fight took place *between* the two boys.
5. The bond of affection *between* you and me will never be broken.

Note:

Never say, between you and *I*. It should be, *Me*.

Never say, between *he* and *she*. It should be, *Him* and *Her*.

In and Into

Copy the following sentences and notice the words in italics:

1. I find there are many books *in* the library.
 2. When I went (entered) *into* the library, I met John.
1. I saw the fish swimming *in* the river.
 2. The fisherman threw a dead fish *into* the river.
1. I keep my penknife *in* my pocket.
 2. Our teacher just came *into* the classroom.
1. We all marched *into* the Church in good order.
 2. We remained *in* the Church during the Holy Mass.
1. The auto ran *into* the ditch.
 2. I like to ride *in* the auto.

Note:

The preposition *Into* means a change from one place into another.

The preposition *In* means a change within the place; He moved *in* his pew after moving *into* it.

23 — PATRIOTISM

The Flag

“I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands. One Nation, Indivisible, with Liberty and Justice for all.”

How many *Stars* in our flag? Why just that number?

What do the stripes in the Flag indicate?

Why do we call it the “Star-Spangled Banner?”

What is meant by “A flag of truce?”

What do you mean by “flagging a train?”

What is a Flagship?

Have you ever heard the story of Barbara Frietchie and the Union Flag in the Civil War? Look for it in your history.

24 — THE COMPOUND SENTENCE

In each of the following sentences there are two separate statements:

1. John goes to school every day, but his sister stays at home.

2. My father works at Tiffany’s and my brother works at Macy’s.

3. Bernard sings in the choir, but he is not always present.

4. I work hard at arithmetic, but I cannot always get the correct answer.

5. Henry will go to New Jersey and he will work there.

Each of the above sentences makes two statements; each statement would be a sentence in itself; as in number one.

John goes to school (simple sentence)

but

His sister stays at home (simple sentence).

Number five has two separate statements; as,
Henry will go to New Jersey (simple sentence)
and
He will work there (simple sentence).

When simple sentences are connected by such words as AND, BUT, etc., as in the above they form *compound* sentences.

The simple sentences that form the compound sentences are then called clauses. A **CLAUSE** is one of the chief (principal) divisions of a compound sentence.

A *clause* must always have a Subject and a Predicate Verb.

A *phrase* has neither a Subject nor a Predicate verb.

Give the definition of (a) clause, (b) phrase, (c) compound sentence.

Exercise

Join the following simple sentences by "and" or "but" so as to make compound sentences:

1. It was John's first day in school.
Some of the boys had been in school a week.
2. We paid a visit to our aunt.
The children enjoyed themselves.
3. The ground was covered with snow.
The boys were building a snow fort.
4. The dog was not afraid of us.
We were afraid of the dog.

25 — ADVERBS OF MANNER

We have studied about the Noun, the Pronoun, the Adjective and the Verb. We shall now study another class of words.

Read the following sentences carefully and try to find what the words in italics do in each sentence:

1. Our choir sings *well*.
2. The little dog ran *quickly*.
3. Our Pastor received us *kindly*.
4. Our classmates dress *modestly*.
5. My old uncle walks *slowly*.
6. The lion roared *savagely*.
7. The teacher spoke *gently*.
8. Cross the street *carefully*.
9. He dances *awkwardly*.
10. We should eat *slowly*.

Select the Verb in each of the above sentences. Ask the question "How" after each verb; as,

sings how?—well. ran how?— quickly.
 dress how?—modestly. dances how?—awkwardly.

The words that answer the question HOW after a verb are called ADVERBS of MANNER. An ADVERB is a word used to modify a verb.

You can easily see the difference between the two sentences below:

Our choir sings well.

Our choir sings badly.

It is the two words, *well* and *badly*, that show the difference between the two sentences.

These two words, *well* and *badly*, modify (change) the meaning of the verb *sing*, they are called Adverbs.

When adverbs tell *how*, that is, give the manner in which the action is done, we call them ADVERBS of MANNER.

Exercise on Adverbs of Manner

Put an adverb of manner in the blank spaces below:

1. Mary sings very — .
2. Henry walks — .
3. We study our lessons — .
4. She prays very — .
5. Patrick speaks very — .
6. Our teacher treats us — .
7. I love my mother very — .
8. Catherine acts very — .
9. The boy was punished — .
10. Bernard drives very — .

Give oral sentences in which the following adverbs of manner are used:

sweetly	slowly	earnestly	severely
kindly	quickly	surely	readily
fast	rapidly	savagely	correctly

26 — ADVERBS OF TIME

Name the adverb in each of the following and tell why it is an adverb:

1. I saw you yesterday.
2. John may come soon.

3. Mary comes to class early.
4. Patrick may be here later.
5. We often swim in the pool.
6. I always do my work.
7. We get the report weekly.
8. He seldom misses a lesson.
9. She never comes late.
10. We shall live forever.

Name each verb in the sentences above, and then ask the question "When" after each verb; as,

saw when?—yesterday

come when?—soon

swim when?—often, etc.

and the answer in each question tells something about the *time* when the action is done.

Each adverb in the above sentences tells time, and we call such adverbs ADVERBS of TIME.

Give oral sentences in which you use the following adverbs of time:

immediately

today

again

lately

yesterday

already

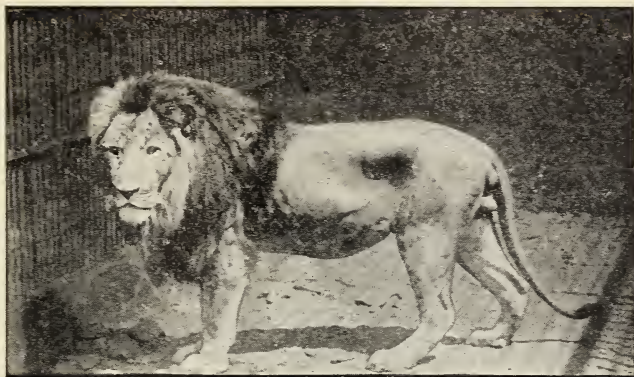
never

tomorrow

soon

Give the definition of *adverb*, *adverb of time*, *adverb of manner*.

Give one difference between an adjective and an adverb.



Brown Bros. Photo

27 — WRITTEN COMPOSITION

The Lion and the Slave

The lion is a wild animal, large and fierce. He is not gentle like the horse and the donkey. He is called the king of beasts.

His height is about four feet, and he is from six to nine feet long. Around his neck is a mane of long, shaggy hair. His strength is so great that he can, with ease, crush the skull of a horse or an ox with one blow of his paw.

A slave once ran away from Rome when the Romans were pagans. On his way he had to cross a desert in order to reach his home.

One day, as he lay concealed in a cave, he heard the roar of a lion; and was in great fear lest he should be devoured.

But the lion came limping to him, and put his wounded paw upon the man's knee.

The slave, on looking at the paw, saw that it was much swollen, and that it had a large sharp thorn in it. He

drew out the thorn as gently as he could. The lion bore the pain quietly; and when the paw was easy, he licked the man's hand, and fawned on him like a dog.

The man rested in the cave for several days, for he was weak and tired. He did not reach his home; but was caught, led back to Rome, and condemned to be exposed to wild beasts.

A lion that had been lately caught, and had not been fed for some days, that he might be more fierce, was let loose upon him. The great beast sprang out with a loud roar; but when he saw the man, he crept softly up to him, licked his hand, and then skipped about him.

It was the same lion the man had met in the desert. The slave was then set free. The lion was given to him; and the grateful animal, it is said, would follow him through the streets of Rome like a dog.

Reproduce the above story in your own words.

28 — HOMONYMS

Red, Read

The above words are pronounced alike. They have not the same meaning. Such words are called homonyms.

Memorize: **Homonyms** are words that are pronounced alike but have different meanings.

pail	mail	made	scene
pale	male	maid	seen

Use the above homonyms in sentences.

29 — CORRECTIVE ENGLISH

Notice the difference between the two sentences,

1. The black and white cat is on the rug.
2. The black and the white cats are on the rug.

In number one, the cat is both white and black, only *one* cat.

In number two, there is a black cat and there is a white cat, *two* cats. This difference is made by using the little word *the* before each adjective in order to show there are two cats.

1. John owns a black and tan dog.
2. My brother has a black and a tan dog.

Which of the above two sentences means *two* dogs? Give your reasons for saying so.

1. He was a good and learned man.
2. I met a good and a learned man in the library.

How many men are meant in number one, above?

What shows that two men are meant in number two?

1. I met a tall and short man yesterday.
2. I met a tall and a short man yesterday.

Which sentence above is absurd? Why?

30 — ADJECTIVES

Name the word in each of the following that modifies the noun:

- | | |
|-------------------------------|------------------------------|
| 1. Henry is a good boy. | 4. Tuesday was a cold day. |
| 2. Mary is an obedient girl. | 5. Sarah is a studious girl. |
| 3. My mother is a kind woman. | 6. I eat a luscious peach. |
| | 7. He had a sweet orange. |
| | 8. We have a good teacher. |

You have already learned that a word that describes a noun is called an Adjective.

The foregoing adjectives are called *Common* adjectives because they denote ordinary or common qualities.

The following adjectives are taken from proper nouns and are called *Proper* adjectives; as,

The *English* Government has long existed.

The *Polish* soldiers were very brave.

The *American* flag is red, white and blue.

The *Mexican* Government has been cruel to Catholics.

The *French* people are very gay and light-hearted.

Name the proper nouns from which the above proper adjectives are derived. Proper nouns, as well as proper adjectives, begin with a capital.

Exercise on Adjectives

Name the class to which each of the following adjectives belongs:

happy	small	studious	Chinese
honest	smart	useful	healthy
Roman	innocent	Scotch	Spanish
bright	Canadian	Alpine	European
British	beautiful	clean	feeble

Use ten of the above adjectives in sentences.

31 — NUMERAL ADJECTIVES

Name the word that limits the noun in each of the following:

1. John eats three apples for dinner.
2. There are thirty-five pupils in our class.
3. There are three Persons in the Most Blessed Trinity.
4. The Three Persons make but ONE God.
5. We have seven persons in our family.

6. I am the third child of the family.

7. My sister Mary is the first child.

Each adjective above denotes a certain number, and is called a **NUMERAL** adjective.

A **numeral adjective** is an adjective that expresses a definite number.

Write that definition and memorize it.

32 — COMPARISON OF ADJECTIVES

We have learned that the regular comparison of adjectives is made by adding:

er to the *positive* to make the *comparative*, and

est to the *positive* to make the *superlative*; as,

long, longer, longest,

big, bigger, biggest.

We also compare adjectives by prefixing,

more to the *positive* to make the *comparative*, and

most to the *positive* to make the *superlative*; as,

beautiful,	more beautiful,	most beautiful,
interesting,	more interesting,	most interesting.

But the following adjectives cannot be compared in either of the above ways.

Copy the following neatly in your Exercise and pay attention to the comparative and the superlative degree of each:

POSITIVE	COMPARATIVE	SUPERLATIVE
good	better	best
bad	worse	worst
many	more	most
little	less	least
much	more	most

Study the comparative and the superlative of each of the above and use them in oral sentences.

REVIEW

1. Give two uses of capital letters.
2. Write a sentence containing an adverb.
3. Name the parts of a letter and tell what each should contain.
4. Name six common prepositions.
5. Compose a prepositional phrase and use it in a sentence.
6. Recite a memory selection learned since your last review.
7. Use correctly the word "among."
8. Insert the correct preposition.
John put the money — the box. (in, into)
9. Write a compound sentence.
10. What is the difference between a phrase and a clause?
11. Use the following adverbs in sentences: sweetly, slowly, soon, never.
12. Write a sentence for each of the following words:
mail pail main scene
13. Give an example of a common adjective; a proper adjective.
14. Compare, good — little — much.

33 — ORAL ENGLISH

In answering the questions given below be careful not to use unnecessary beginning words. Use complete statements:

1. Which is the best way to go from your home to your church?
2. Who is the pastor of your church?

3. What is the name of your teacher?
4. Name the largest city of the state in which you live.
5. What game do you like best?
6. How much are 2 times 7?
7. How many times is 8 contained in 72?
8. Where did you go yesterday?
9. Where is the nearest subway station?
10. What is the population of your state? Of the United States?

34 — EXERCISE ON ADJECTIVES

Insert an adjective from the following list in the blank spaces of the sentences below:

gayest	gloomy	young	pretty	worse
merry	wittiest	healthy	wealthy	better

1. John is sick and he was —— yesterday.
2. It was a very —— day.
3. Elizabeth wore a very —— dress at the party.
4. He was the —— old gentleman I ever saw.
5. Some men are very ——.
6. Mary behaves much —— than her brother.
7. We all make —— on Christmas day.
8. Patrick was the —— young man at the picnic.

35 — NAMING THE ADJECTIVE

To what class does each adjective in the following sentence belong?

1. The china on the table was very thin.
2. There were many thin slices of bread and butter.
3. She gave me three small lumps of sugar.

4. Coffee is my favorite drink, but I like good cocoa also.
5. Mother had thick cream in the little pitcher.
6. She had India tea for lunch, and Brazilian nuts, too.
7. There was a queer-looking old man in the depot.
8. We had sweet apples, pickled pears, and canned peaches.
9. I had a small box of large, sweet, black cherries.
10. Mary bought a small, square, pasteboard box.
11. The boy was eating a hard, knotty, green apple.

Questions on the Above Sentences

1. Name all the nouns in the first five sentences.
2. In which sentences do you find prepositions? Name the prepositions.
3. Name all the pronouns found above.
4. How many declarative sentences do you find in the above?
5. Change any three declarative sentences above into interrogative sentences.

36 — NAMING ADJECTIVES AND ADVERBS

Name the adjectives and the adverbs in each sentence following and give the word to which each refers (relates):

1. The little black dog barked very fiercely.
2. A large elephant trumpets savagely. The little child was badly scared.
3. A good child readily obeys his parents. God always blesses a good child.
4. The poor old man greedily ate the sandwich.
5. Our Pastor always preaches eloquent sermons.

37 — WRITTEN COMPOSITION

The Story

A short story may be told in three paragraphs, as the following outline indicates:

- I. The time and place of the incident.
- II. The incident, or what happened.
- III. Results, after-effects, or the lessons to learn from event.

Example**A Great Northwestern Blizzard, or All Night in School**

February, nineteen hundred twenty-five, had been a very stormy month in a certain section of the far Northwest.

On this particular day the children going to a distant school had to face a cold wind. They were chilled when they arrived. But by the heat of a cheering fire, they were soon warmed, and ready for work. Everything went well until about two o'clock, when the room—for it was a one-room school—became very dark, and soon a great blizzard was on. Western children are brave, and instead of crying or becoming excited, they helped to make things as pleasant as possible. At five o'clock, there was only one shovelful of coal left. The teacher had to use the desks as fuel to keep herself and her young ones from freezing. Night found all huddled together by the fire. The teacher told them stories of brave boys and girls. Then, when it was late, and they had prayed to God for safe-keeping, the younger ones were soon fast asleep. During all that terrible night, and late into the morning, the teacher and the older pupils took turns in keeping up the fire. When morning came, the blizzard was still

driving past the windows. At eleven o'clock the storm was over. Still there was no venturing out, for a great drift lay heavily against the only exit. None despaired, however, and their courage, was soon rewarded. At noon the sight of a large sleigh made them jump with joy. The men got to work, and it was not long before all were piled into the great sleigh, and on their way home.

This incident should teach us to be grateful for the comforts of life that are ours, and not forget the hardships which others have to endure.

Use the foregoing outline and write about any one of the following:

Our Little Hero.

The Dog That Saved the Boy.

The Newsboy and His Widowed Mother.

The Homeless Boy.

The Dog Whose Master Died.

The Little Flower of Jesus.

The First Christmas Night.

A Poor Boy Who Became Wealthy.

The Old Armchair.

A Girl Who Lost Her Way.

A Boy Who Became A Great Man.

Saint Joseph's Workshop.

38—ADVERBS

We have already learned what an adverb is and have had two general classes of adverbs; viz., an adverb of time and an adverb of manner; as,

Henry does his work *well*. (Adverb of manner.)

Mary went there *yesterday*. (Adverb of time.)

Copy the following sentences and pay attention to the words in italics.

I placed my book *there*.

He had his chair *here*.

My mother went *away* this morning.

John, step *forward*, please.

The word in italics in each sentence refers to the verb and therefore is an adverb. It refers to *place*, and is therefore an *adverb* of *place*.

Name the adverbs of place in the following:

1. Columbus sailed west.
2. My aunt went abroad.
3. Patrick fell down.
4. The children went upstairs.
5. Move backward three steps, boys.
6. Come here to my desk, Mary.
7. I heard a noise below.

Exercise on Adverbs

Complete the following sentences by using appropriate adverbs in the blank spaces:

1. The auto came — .
2. It stopped — .
3. The driver got out — .
4. The soldiers behaved — .
5. They dashed up the hill — .
6. Young children go to bed — .
7. I take my medicine — .
8. You must come to see me — .

9. He solved the problem — .
10. — tell the truth.

Name the verb in each sentence and tell the class to which each adverb belongs; as, of time, of place, of manner.

39 — DICTATION

Read the following friendly letter carefully; notice the capitals and the punctuation, and then write it from the teacher's dictation.

Correct your dictation by comparing it with the model, count the mistakes, and be sure never to make the same mistakes again.

*125 Western Ave.,
Albany, N. Y.,
Jan. 21, 1929.*

Dear John,

We are going to give an entertainment in our school hall next Friday at eight P. M.

We shall have some very fine music by our Boys' Glee Club. My sister Mary is to play a violin solo.

I often hear you say that your Glee Club is the best in all the world. I'd just like to have you come and hear ours. I'll bet you will change your opinion.

Please send me word that you are coming.

*Your friend,
Alfred.*

40 — MEMORY GEM

1. The fear of the Lord is the beginning of wisdom.
2. A kind word is a kernel sown
That will grow to a mighty tree.
3. Poems are made by fools like me,
But only God can make a tree.
4. The difference between one boy and another is not
so much in talent as in energy.

Try to find out something about Joyce Kilmer, especially his connection with the World War. Use that information as a TOPIC for Oral Composition.

41 — ADVERBIAL PHRASES

1. Our teacher treats us *kindly*.
Our teacher treats us *in a kind manner*.
2. John may come *soon*.
John may come *in a short time*.
3. Columbus sailed *westward*.
Columbus sailed *towards the west*.

What part of speech is *kindly*, *soon*, *westward*?

Name the words modified by each.

You will notice that in the second sentence of each group a phrase is used in place of the adverb without changing the meaning of the sentence.

When phrases relate to a verb they are called adverbial phrases.

Exercise

Point out the adverbial phrases in the sentences below:

1. John walked into the house.
2. Mary remained in her room.

3. Weston walked from Boston.
4. We often rode to Albany.
5. We study hard in class.

In the following sentences change the adverbial phrases to adverbs:

1. I am leaving in a little while.
2. The ship sailed toward the west.
3. The boy spoke in a clear manner.
4. He wrote in a clear manner.
5. She went in haste.
6. He acted like a man.
7. The clown acted like a fool.
8. This was written in a careless manner.
9. She nursed the baby with tenderness.
10. The parade moved in a slow manner.

42 — ADJECTIVES AND ADVERBS

Copy the following sentences, and pay attention to the words in italics; tell which is the adjective and which is the adverb:

1. A *good* child *cheerfully* obeys his parents.
2. A *bad* boy *generally* disobeys his teacher.
3. The *gentle* lady *kindly* helped the old man.
4. A *good* mother *carefully* watches over her children.
5. The *sensible* pupil *faithfully* studies his lessons.
6. The rain is falling *softly* on the *green* lawn.

Give three oral sentences in each of which you use an adjective and an adverb.

Name the *noun* and the *verb* in each of the above sentences.

43 — PRONUNCIATION

Pronounce the following words aloud and do so till your teacher is satisfied that you get 100% in the entire list:

real	last year	catch	get
poem	to his store	hoist	news
cruel	at their threat	yellow	says
fuel	hits his head	because	burst
three	knits his socks	window	pretty
ideas	thinks his sight	family	kettle

Be careful in using the verb *drown* in the past tense. Too many pronounce it as if it were spelled "drownded."

Put the proper word *drown*, *drowned*, *drowning*, in the blanks of the following sentences and read your sentences aloud:

1. My mother —— all the little kittens.
2. The sailor was —— when his mate saved him.
3. The little boy fell overboard and was —— .
4. The little girl was —— when her dog plunged in and saved her.
5. He did not wish to see the kittens —— .

Pay attention to the two words, *accept* and *except*. Read the following and notice the difference between the two words:

1. My mother wishes me to *accept* the invitation.
2. All *except* John knew their lessons.
3. We should gladly *accept* our condition in life.
4. All the days of this week were fine *except* Tuesday.

Accept means to take or receive; *except* means to leave out. Give two oral sentences to show you understand these two words.

44 — SYLLABICATION

By dividing a word into its syllables we more easily pronounce it. Copy the following words using the hyphens as below:

ad-dress	ath-let-ic	his-to-ry	syl-la-ble
ev-er-y	gov-ern-ment	his-tor-ic	in-tro-duce

A word of one syllable should not be divided at the end of a line. Divide the following words into their syllables:

nothing	returned	method	memorial	ordered
February	Wednesday	picture	pitcher	geography

45 — RETELLING A STORY

How the Pony Got His Shoes

Billy was a very fine little pony. He had been brought from Shetland by a very rich man for his small son. He used to send his son to school on the little pony.

When Billy first came he was *barefoot*. It was only after many trips to and from school with his little master that his feet began to ache.

The blacksmith lived quite a distance from where Billy's stable was. The little pony never had been over the road leading to the blacksmith's shop.

You can imagine how surprised the blacksmith was when he saw the pony running up the road towards his shop, with no one on his back.

Thinking the pony had strayed from the roadway he threw stones at him to turn him back. He had scarcely begun his work at the forge, when he saw the same little pony at the door of his shop.

The blacksmith now looked at the pony's feet. He saw they were badly in need of shoes. At once he set to work to fit the dainty little feet with good iron shoes. Soon the job was done.

The pony waited a few seconds and looked at the blacksmith as though to ask him whether he was finished. He pawed the earth floor of the shop to see if the shoes were just right. Giving a gentle *neigh*, as much as to say "Thank you," he started off on a gentle trot to his little master.

After carefully reading the above anecdote (story) talk about it to the class as follows:

1. Where the little pony came from.
2. Why the rich man bought him.
3. Tell of the pony's cunning about the shoes.
4. Describe the pony's "Thank you."
5. The surprise of the blacksmith.
6. Have animals intelligence?

46 — MEMORY GEM

Little deeds of kindness,
Little words of love,
Make this earth an Eden,
Like the Heaven above.

Wise Sayings

1. Follow the river and you will get to the sea.
2. Those who play with edged tools must expect to be cut.
3. It is not where you are but what you are that will make you happy on earth.

4. Where there's a will, there's a way.
5. Birds of a feather will flock together.
6. Early to bed and early to rise makes a man healthy, wealthy and wise.

Questions:

1. What kind of sentence is number one?
2. What is the use of the sign in *there's*, number 4?
3. What does number 5 mean?
4. Name the nouns in the above sentences.

REVIEW

1. Select the adverbs from the following sentences:
 1. The books are there.
 2. The children will be here presently.
 3. Bad habits are seldom overcome.
 4. Pupils should always obey cheerfully.
2. Recite one of the memory gems you have studied.
3. Change the adverbs in the following sentences to adverbial phrases:
 1. John will be leaving soon.
 2. The boy acted manly.
 3. Mary spoke harshly.
 4. The train started slowly.
4. Write sentences each containing one of the following words:

*accept**except***47 — DICTATION**

The following sentences contain words that are frequently misspelled. Read them over very carefully and be prepared to write them from dictation:

1. He said he was too tired to go to Church.

2. He separated the boys who were quarreling.
3. James's speech surprised his relatives and friends.
4. Arthur carried the umbrella into the library at Ninetieth Street.
5. Charles' work in arithmetic and in history doesn't come up to the standard.
6. Isn't it too hot to travel?
7. He was there when they told their stories.

Questions on the above:

1. Select ten nouns from the sentences.
2. Name two attributes.
3. Select four prepositions.
4. Change sentence number 4 into an interrogative sentence.

48 — ORAL COMPOSITION

Read this story carefully and be ready to tell it to the class in your own words:

The Tongue

Long years ago a very wealthy man told his steward to prepare a great banquet for some of his distinguished friends.

The Steward was a good and wise old man. He thought it would be a good thing to give a practical lesson to his rich master. His master was not a very charitable man and often used his tongue in a most unworthy manner. The old steward served beef tongue for the first course at the great banquet. He had beef tongue prepared in different styles and served at each of the other courses of the banquet.

The guests enjoyed the joke they saw played on their rich host. They asked him in fun if their own tongues were going to be prepared and served up for a dish. The master was very angry at the old steward. He called him and said, "Did I not tell you to get the choicest food that money could buy?"

The good old steward meekly said, "And what can excel the tongue? It is by the tongue that we praise God and speak of our neighbors with kindness and charity."

The rich master then ordered the steward to serve for the next banquet the very worst meats he could find. The old steward served the beef tongue as before. He was again scolded by the master, who was furious with him. But the wise old steward said, "What can be worse or more vile than the tongue? We commit perjury by the tongue, and it is by our tongue that we dishonor God by foul language."

The guests told their host he should be glad to have such a wise and good steward. Both they and their host were more careful of their words for the future.

49 — MEMORY GEM

Copy the following from Holy Scripture and memorize it:

"If any man offend not in word, the same is a perfect man. The tongue is a fire, a world of iniquity. By it we bless God and the Father; and by it we curse men who are made after the likeness of God."

(EPISTLE OF ST. JAMES)

What is meant by "our mother tongue?"

What do you mean by "He has deceit on his tongue?"

"Keep a civil tongue in your mouth" means what?

50 — CORRECT POSITION OF WORDS

The place of an adjective or of an adverbial phrase often changes the entire meaning of a sentence; as,

1. I lost a book on the train with a red cover.
2. On the train I lost a red-covered book.

The second sentence expresses the correct thought. Rewrite the following sentences so as to convey the meaning intended:

1. They rented the rooms to a man on the top floor.
2. The little boy was very cheerful with only one leg.
3. I would like a very hot cup of your coffee.
4. That girl tore the leaves out of her book with red hair.
5. The farmer was ploughing his field with a big straw hat.
6. My sister found a dollar walking over the Brooklyn Bridge.
7. His father went to the Fair and drove five hogs on horseback.

Note:

Modifiers (words that modify or relate to) should be placed as near as possible to the words to which they relate; as, in number *one*, it should be:

They rented the rooms on the top floor, etc.

His father went to the Fair on horseback, etc.

51 — INTERPRETATION OF A STANZA

Copy this very beautiful stanza:

Heaven is not reached at a single bound;
 But we build the ladder by which we rise
 From the lowly earth to the vaulted skies,
 And we mount to its summit round by round.

—HOLLAND.

This stanza of four lines forms a chief division of a larger group called a POEM.

The division called a stanza may contain only two lines, or it may have six, ten, or even more lines.

Notice that the last word in the second and in the third line have similar sounds, *rise, skies*;

And the last word in the first line and in the fourth line have like sounds, *bound, round*.

Such lines with similar sound-endings are said to "RIME."

Can you now give the meaning of the words, Stanza, Poem, *Rime*?

What is meant above by "Heaven is not reached at a single bound?"

What is Heaven? What makes the real happiness of Heaven? Give the names of some who are in Heaven.

What is the opposite of Heaven?

Name a few things which may be considered as being the rounds in the ladder by which we rise to Heaven.

Have you heard the story of the ladder mentioned in Bible History?

52 — MEMORY GEMS

1. I would rather be right than President.
2. Do the best you can; angels can do no more.
3. If at first you don't succeed, try, try again.

In a paragraph of three sentences, use any of the above Memory Gems as a topic about which you may speak to the class. Be careful that all your sentences refer to the chief topic of which you speak.

53 — ORAL COMPOSITION

Read very carefully the following and then be prepared to tell it to the class in your own words:

Chasing a Shadow

Once upon a time there was a silly little chap who wanted to grab his own shadow. So he stood still for a few minutes looking at the shadow and trying to think how he could catch it.

He quietly and slowly took a few steps toward the shadow, but it began to move away from him. He now made a bold dash for it, but the shadow just as quickly moved away from him. He tried running as fast as he could toward it. The faster he ran the faster the shadow went on before him as if to make fun of him. He did not gain on it any more by fast running than by slow walking. The shadow would not be caught. The silly little chap was now tired by so much chasing, and he stood perfectly still. The shadow did the same.

At last he became disgusted, and turned to walk in the opposite direction. He took some dozen steps, turned to look back, and lo! the shadow was again following him. Tired with chasing his shadow, he sat down and fell asleep.

54 — REPORT OF A STORY

Bring into class for tomorrow's lesson a written account of a short story you find in any Catholic magazine at home; such as, *The Messenger of the Sacred Heart*, *The Little Messenger*, *The Sentinel of the Blessed Sacrament*, *Your Parish Monthly Magazine*,

or,

An account of any article you may read in any of your Catholic Weeklies; such as, *The Tablet*, *The Catholic News*, *Standard and Times*, etc., etc.

55 — ABBREVIATIONS

Copy the following and notice the abbreviations:

1. The Little Flower was born, A. D. 1873, in France.
2. Her namesake, Teresa of Avila, was born, A. D. 1515, in Spain.
3. Julius Cæsar lived 100 to 44 B. C.
4. Moses lived B. C. 1725.

The abbreviations A. D. mean in the year of our Lord (Anno Domini). B. C. means before Christ (ante Christi).

1. The pilgrims sailed from England September 6, 1620 A. D.
2. They landed at Plymouth Monday, December 21, 1620 A. D.

Take special notice of the punctuation marks in the above two sentences.

1. *Æsop* (Esop) wrote many wise sayings. He was born 620 B. C.
2. The Northmen landed on our shores about 1000 A. D.

1. When it is 2 P. M. in New York it is 11 A. M. in San Francisco.

2. When it is 2 P. M. in San Francisco it is 5 P. M. in New York.

A. M. means before noon.

P. M. means after noon.

56 — TITLES

Reverend is used before a priest's name; as, Rev. Father Browne.

Very Reverend and *Right Reverend* are used before a priest who is also a Monsignor; thus, Right Rev. James Cunningham, Very Rev. J. V. S. McClancy.

His Eminence is the title given to a Cardinal; as, His Eminence, Patrick Cardinal Hayes.

Note where the word *Cardinal* is used in the last title.

His Holiness is the title given to the Pope; as, His Holiness, Pope Pius XI.

Our Sovereign Pontiff is also used in speaking of the Pope.

Remark:

While it is permitted to use abbreviations for the titles of eminent persons as above, it is better to write the titles in full. This also holds good for titles in civil life; as,

Governor	President	Professor	Doctor
Captain	General	Lieutenant-Governor	

57 — DIRECT QUOTATIONS

Copy the following true anecdote (story) and pay attention to the quotations:

"The gold indicator machine is broken." That was the sentence uttered by some six hundred messenger boys in Wall Street one day in 1871.

No person in the office knew how to repair the machine. It was of utmost importance that the indicator should be speedily repaired.

"Mr. Law, I think I can show you where the trouble lies," said a young stranger who had just come in.

"Can you repair it?" asked Mr. Law.

"Yes, I think so," said the young man. The stranger set to work and the machine was repaired. The office was cleared and order again established.

"What is your name, my good young fellow?" asked the delighted manager.

"Thomas Edison," was the quiet reply.

Mr. Law at once engaged the young man as the superintendent of the office. From that hour Edison's fortune was assured.

Note:

It will be worth while to write the above from dictation and see if you can get 100% in the quotation marks.

I think that "Stories of Great Americans for Little Americans" is a very interesting book.

Are you acquainted with the book "*Thirty More Famous Stories Retold?*"

The titles of books are placed within quotation marks.

58 — CORRECTIVE ENGLISH

Never Say or Write "Must of" for "Must Have"

Rewrite the following sentences, placing the correct word in the blanks:

1. He must — left before this. (of, have)
2. I could — done it if I had the time. (have, of)

3. Don't you think he must —— gone? (have, of)
4. I believe we could —— met them there. (of, have)
5. It must —— been hard for him all alone. (have, of)

Nothing for Anything

1. You never do —— now.
2. I will have —— to do with him any more.
3. He didn't tell me —— about the fair.
4. You must not say —— of it to him either.
5. I will do —— to hurt any one.

Learn for Teach or Taught

1. Does your mother —— you any manners?
2. Young dogs may be —— many funny tricks.
3. In school we are —— how to speak correctly.
4. Who —— you to draw so nicely?
5. He tried to —— me percentage, but I couldn't —— it.

59 — DICTATION

Read the following very carefully and be prepared to write it from dictation. Notice that all the sentences express present time:

It *is* the fourth day of July, 1776.

In the old State House in the city of Philadelphia *are gathered* half a hundred men to strike from their limbs the shackles of British despotism.

There *is* silence in the hall — every face *is turned* toward the door, where the committee of three, who *have been* out all night penning a parchment, *are* soon to enter.

The door *opens*, the committee *appears*.

That tall man with sharp features, the bold brow, and the sand-hued hair, holding the parchment in his hand, *is* a Virginia farmer, Thomas Jefferson.

That stout-built man with stern look and flashing eye *is* a Boston man, John Adams.

And that calm-faced man with hair drooping in thick curls to his shoulders, that *is* the Philadelphia printer, Benjamin Franklin.

The three *advance* to the table.

The parchment *is laid* there.

Shall it be signed or not?

Parchment is a sheepskin prepared to have valuable documents written upon it.

Read the above dictation and put all the sentences in the past time.

You will notice that this is done by changing the verbs in each sentence; as, *is* to *was*; *are* to *were*.

The *time* expressed by a verb is called its *Tense*; the verb has

PRESENT TENSE PAST TENSE FUTURE TENSE

60 — PUNCTUATION

Give the name of each punctuation mark used in the following:

1. Were you at Mass yesterday morning, John?
2. Henry is a very industrious pupil.
3. Bernard's sister is in the 6-A grade.
4. Patrick Henry said, "Give me liberty or give me death."
5. My dear Jesus, I love Thee with all my heart!

Exercise

Write the following sentences from dictation and be careful to use the correct punctuation marks.

1. Napoleon Bonaparte was a great leader, a good soldier, and a bitter foe.

2. Have you ever read the book, "A Prisoner at St. Helena?"

3. May Almighty God make us worthy of our destiny!

4. "Well," cried Patrick Henry, "If that be treason, make the most of it."

5. He sold me apples, oranges, peaches, and pears.

6. "Please, sir, what is your name?" said the little boy.

7. Capt. Jenkins and Wm. Parker are at the Lincoln Building.

61 — YOUR DICTIONARY

You have been using your dictionary regularly for the purpose of finding:

(a) The meaning of words.

(b) How to divide them into their syllables.

(c) How they are accented.

(d) The pronunciation.

You will find in your dictionary a **KEY** which shows how the letters are sounded. For instance, you know how to pronounce the words mate, mete, mite, mote, mute, for each of these words contain vowels with their long sounds: \bar{a} , \bar{e} , \bar{i} , \bar{o} , \bar{u} .

The words mat, mitt, not, met, nut, contain vowels with their short sound: \check{a} , \check{e} , \check{i} , \check{o} , \check{u} .

It will be necessary for you to learn the various sounds of the vowels in order to be able to pronounce them as you find them in the dictionary.

Pronounce the following aloud:

depot	bade	radio	events
bottle	kiln	bomb	surprise
noticeable	material	western	leopard

Use each of the above words in oral sentences.

62 — MEMORY WORK

The Old Flag Forever

She's up there—OLD GLORY—where lightnings are sped;
 She dazzles the nations with ripples of red;
 And she'll wave for us living, or droop o'er us dead—
 The Flag of our country forever!

She's up there—OLD GLORY—how bright the stars
 stream!
 And the stripes like red signals of liberty gleam!
 And we dare for her, living, or dream the last dream
 'Neath the FLAG of our country forever!

She's up there—OLD GLORY—no tyrant-dealt scars
 Nor blur on her brightness, no stain on her stars!
 The brave blood of heroes hath crimsoned her bars.
 SHE'S THE FLAG OF OUR COUNTRY, FOREVER!
 —FRANK L. STANTON.

Memorize the above.

What words rime in the first stanza? In the third stanza?

What expressions are the same in each stanza?

63 — RETELLING A STORY

A Kind Boy

A ragged little boy sat on a doorstep, eating a slice of bread. He must have been very hungry, for he took great big bites, as though he had not eaten in a week.

He had only started his frugal meal when a little dog came along. The dog sat down beside the boy and began to *whine* very softly, and looked up into the boy's face.

"What do you want?" asked the boy. The little dog looked up at the bread and whined a little louder. "This isn't a bone, go away," said the boy. But as he didn't speak in a cross tone of voice, the poor little dog stayed by his side and whined. He put his head on the boy's knee and continued to look at the bread and to whine. "Ah, I guess you need this bread more than I do, poor little doggie," said the gentle boy, and he held out the bread for the dog to take a bite.

The little dog took a small bite and wagged his tail as if to thank the boy for his kindness. The kind boy gave up the entire piece of bread to the little dog.

Remark:

The lesson to be learned from the kindness of the little boy is very clear.

What is that lesson?

After having read the above story be ready to tell it to the class.

Perhaps you have a similar story of your own to tell.

64 — FORMATION OF NEW WORDS

Form new words by changing final Y into I in the following list and adding the suffixes indicated:

study, es, ous

envy, ed, es, able

fury, es, ous

pity, ed, es, able

melody, es, ous

modify, ed, es, er

Notice the change of Y into I in the words:

beauty to make *beautiful*, *beautify*
busy to make *busily*, *business*
merry to make *merrily*, *merriment*.

Use the above words to show, you understand their meaning.

65 — PRONUNCIATION

Pronounce the following quickly and continue to do so till you are clearly understood by the class:

I have a nice box. I like ice cream.
 And I have an ice box. And I scream sometimes.

Place the pitcher directly under the picture.

Didn't you or couldn't you do the problem?

Pronounce the following words and then write them in alphabetical order:

whistle	height	thumbs	shrieked	forests
priests	union	onion	tongue	friends

66 — WRITTEN COMPOSITIONS

Events

The following outline will serve as a guide for narrating all kinds of events:

- I. First Paragraph,
Causes or preparations.
- II. Second Paragraph,
What happened.
- III. Third Paragraph,
After effects.

To make your telling of an event a lively narration, write short sentences in the first person singular or plural.

Example

An Inning I Shall Never Forget

We, the Resolutes, were playing the Rangers. The score stood six to five in their favor. It was our last "rap."

Harold Jones, our first man, bunted neatly and made "first." Smith was hit by a pitched ball. Young "walked," and the bases were full. The next man, Jack Carter, got a great "hand," for he was our best. The setting was perfect: the bases filled with fast men, none out and Carter "up." Our rooters shouted to Carter to do all kinds of things. Some wanted a "homer," others, a "triple," while a third pleaded for a "single." Our men, on the bases, were up on their toes, ready for a "hit-and-run." The opposing rooters were silent. After loosening up with a few vicious swings, Carter stepped to the "plate." He crashed the first ball for what sounded like a "homer." But Lynch of the Rangers jumped high, grabbed the ball with one hand, came down on "Second," caught Smith "off," and "tagged" Young, who ran into his arms.

It was all over. A triple-play had cut us off. It came like a flash. We were stunned. The Rangers and their followers went wild with delight. In a few seconds the whole field was in complete disorder. We got away from that scene as quickly as our legs could carry us. That inning, I shall never forget.



Your composition may be the narration of a real or imaginary event. The terms peculiar to certain games are usually put in quotations, as in the above narration.

Use the foregoing outline to write on any one of the following:

1. How We Won in the Ninth.
2. How Those Firemen Fought That Fire.
3. How the Accident Occurred.
4. My First Communion Day.
5. A Thrilling Movie I Saw.
6. A Day With the Scouts.
7. My First Vaccination.
8. A Trip We Had.
9. How Our School Won.
10. How I Learned to Swim.
11. The Zeppelin I Saw.
12. The Day We Moved.

If your narration be a mere recital of the event, it will not be interesting. Therefore, use exclamations and such expressions as will give it a real thrill.

Examples of such expressions:

But, Oh! boys! etc.	Oh! for another such, etc.
In all my life, etc.	What a sight it was!
I can see it even <i>now</i> .	We stood speechless!
Excitement? well, etc.	Imagine, if you can, etc.
That was <i>some</i> , etc.	

In telling an event to your class prepare to tell it in such a way as will hold the attention of everyone present.

67 — THE INTERJECTION

Hurrah! our team won.

Oh! what a beautiful day.

Hush! the baby is asleep.

Read the above sentences aloud. You will notice that

the first word in each expresses sudden or strong feeling. These words are called interjections.

An **INTERJECTION** is a word used to express sudden or strong feeling.

Exercise

Use the following interjections in sentences:

oh!	alas!	ouch!	hush!
ah!	hark!	hurrah!	dear me!

68 — THE PARTS OF SPEECH

Apples are not the only kind of fruit. There are other kinds; such as, pears, peaches, plums, etc.

So, too, our language is not made up of just one kind of words.

All the words used in our English language may be put into eight separate classes, called *Parts of Speech*.

You have already studied some things about each of the parts of speech. Their names are as follows:

Noun — Pronoun — Verb — Adverb.

Adjective — Conjunction — Preposition — Interjection.

Note:

Some grammars call the little words, A, An, The, Articles, but as they refer to nouns they may be classed with the Adjective. Some grammars use the name Participle for a division of the verb.

We can get along very nicely with the words all classed into eight divisions, called the Parts of Speech.

Exercises on the Parts of Speech

1. Name the parts of Speech.
2. What is a noun? A pronoun? Give an example of each.

3. What is a verb? Give the definition of a verb. Name five verbs.

4. Write a sentence in which there is a linking (copulative) verb.

5. What part of speech is used merely to connect words or sentences?

6. Give the definition of a conjunction? Give three conjunctions.

7. Give one difference between an adjective and an adverb.

8. What part of speech is used to express strong feeling? Example.

Remark:

As the eight parts of Speech contain *all* the words in our language, it is important that you be familiar with each and be able to use it correctly and to recognize it at once.

A good workman knows his tools, and strives daily to improve their use.

THE PARTS OF SPEECH

Three little words you often see
Are the *Articles* a, an, and the.

A *noun's* the name of anything,
As house or garden, hoop or swing.

Instead of nouns the *Pronoun* stands,
Her head, your face, his arm, my hand.

Adjectives tell the kind of noun,
As great, small, pretty, white or brown.

Verbs tell of something to be done,
To read, count, sing, talk, laugh or run.

How things are done the *Adverbs* tell,
As slowly, quickly, ill or well.

Conjunctions join the words together,
As men and women, wind or weather.

The *preposition* stands before
A noun, as in or through a door.

The *Interjection* shows surprise,
As oh! how pretty; ah! how wise.

The whole are called the Parts of Speech, which
reading, writing, speaking, teach.

69 — RETELLING A STORY

A Humbug

Two bright little school boys in England planned how they could play a trick on a famous scientist. They chased a butterfly and succeeded in catching it. They then caught a beetle, a grasshopper, and a centipede.

The boys then began to build up a very strange looking insect out of the ones they had caught. They took the centipede's body and put the wings of the butterfly on it. The grasshopper's legs they glued to the combination, and stuck the beetle's head at the end of it all. It was, indeed, a very queer-looking insect.

They carefully placed their new bug in a nice little box, and carried it to the professor's residence. As they were known to the porter, they had no difficulty in gaining admission to the room in which the scientist was working.

“We caught this bug in a field near our house while we were picking berries,” said the older of the boys. “Can you tell us what it is, sir?”

The teacher took the bug and at a glance saw what the boys intended. He gently smiled and said, “Did this most wonderful *bug hum* when you boys caught it?”

“Yes, sir, it hummed something awful, just like a mad frog,” the lads replied, nudging each other. “Well, my little scientists,” said the professor, “It is one *Hum-Bug*.”

Directions:

Read the above story carefully and pay attention to the punctuation marks, particularly the quotation marks.

Give the story to the class in your own words.

Write it from dictation by the teacher, and then compare it with the text.

70 — MEMORY WORK

The elements of long life are
Steadfast temperance, open air,
Plenty of labor, little care,
Trust that never knows despair.

Onward, upward may we press
Through the path of duty;
Virtue is true happiness,
Excellence, true beauty.

REVIEW

1. Recite from memory the stanza beginning with “Heaven is not reached at a single bound.”
2. Relate the story of the foolish little boy and his shadow.

3. Write in full the words for which the following stand: A. D. B. C. P. M. A. M.

4. For what persons are the following titles used:

His Holiness

Your Eminence

Right Reverend

Reverend

5. Write a sentence in which you use an adjective phrase.

6. Give two oral sentences in which you use the word *nothing*.

7. Use the word *anything* in three oral sentences.

8. Give the name of each of the following marks of punctuation and a sentence to illustrate (show) the use of each:

? ! , ; () . “ ”

9. Recite from memory one stanza from “The Old Flag Forever.”

10. Give words to illustrate (show) the long sounds and the short sounds of each of the vowels. (a, e, i, o, u.)

11. What is an interjection? Give an example of one used in a sentence.

71 — ANALYSIS

Edward always studies his difficult lessons thoroughly.

1

This is a simple declarative sentence.

The subject is *Edward*.

The predicate is *always studies his difficult lessons thoroughly*.

The predicate verb is *studies*.

The object is *lessons*.

The predicate verb is modified by the adverbs *always* and *thoroughly*.

The object is modified by the pronoun *his* and the adjective *difficult*.

2

John goes to school, but his sister stays at home.

This is a compound declarative sentence consisting of two independent clauses.

(a) John goes to school.

(b) His sister stays at home.

The subject of the first clause is *John*.

The predicate is *goes to school*.

The predicate verb is *goes*.

The subject is unmodified, the predicate verb is modified by the adverbial phrase *to school*.

The second clause is analyzed in the same manner as the first.

Sentences to be Analyzed

1. John and James live in the same house.
2. God loves and rewards good children.
3. Most people eat meat and potatoes for their dinner.
4. Kind words are the music of the world.
5. A great mind is a great fortune.
6. The language of truth is simple.
7. Deeds are fruits, but words are only leaves.
8. Praise your friends openly.
9. Never speak ill of the absent.
10. Where are all your marbles?
11. Sir Walter Raleigh first planted the potato in Ireland.
12. He had great wealth, but he was not happy.

13. The army encamped before the gates.
14. Success in life is chiefly in a man's own hands.
15. Prayer leads the heart to God, and He always listens.
16. The lion belongs to the cat tribe, but he cannot climb a tree.
17. Columbus discovered a continent, but he never knew it.
18. Charity begins at home, but it should not remain there.
19. A poor, old wounded soldier returned.
20. God tempers the wind to the shorn lamb.
21. A ragged little boy sat on the door step.
22. The kind little boy gave the bread to the little dog.
23. God was angry with the children of Israel.
24. The first ship load of slaves was landed at Jamestown in 1619.
25. Silver or gold will be received in payment.
26. The subject of a sentence is generally placed before the predicate.
27. The first word of every sentence should begin with a capital letter.
28. The capital of New York is on the Hudson River.
29. The first vice-president of the United States was John Adams.
30. The ivy green is a dainty plant.
31. John bought a pair of skates and a sweater.
32. James and Mary went to the country to visit their aunt.
33. The ship with all its crew was lost.

34. He lifted the book from the floor, and he placed it on the table.

35. A house of stone is colder than a house of brick.

36. A garden of roses came to view.

37. Mary goes to school every day, but her little sister stays at home.

38. Bernard sings in the choir, but he is not always present.

39. I met an old man in the library.

40. Coffee is my favorite drink, but I like good cocoa also.

PUNCTUATION

1. *Punctuation* is the art of dividing written discourse into its component parts by certain marks.

The principal marks of punctuation are:

The period (.)	The exclamation (!)
The colon (:)	The dash (—)
The semicolon (;)	The hyphen (-)
The comma (,)	The parenthesis ()
The interrogation (?)	The brackets []
The quotation points (“ ”)	

The Period

2. The *period* is placed at the end of declarative and imperative sentences; as, *A continual dropping wears the stone. Never lose a moment of time.*

3. The *period* is employed to mark abbreviations; as, A. D. for Anno Domini; M. D. for Doctor of Medicine.

The Colon

4. We place the *Colon* (:) after the *salutation* in a business letter; as, Dear Sir: Gentlemen:

The Comma

5. The *Comma* is used to separate words, phrases, or clauses in a series; as,

Learn patience, calmness, self-command, and disinterestedness.

6. Words joined *in pairs* should be separated by the *comma*; as,

Old and young, rich and poor, wise and foolish, were involved.

7. The name of a person or thing addressed, or the part of a sentence transposed, is separated from the rest of the sentence by the *comma*; as,

John, respect the aged. *Of all our senses*, sight is the most important.

8. A *short quotation*, or one introduced by the verbs *say*, *reply*, *cry*, is generally separated from the rest of the sentence by the *comma*; as,

Captain Lawrence cried out, "Don't give up the ship!" There is much in the proverb, *No pains, no gains*.

The Interrogation

9. The *point of interrogation* is used after every interrogative sentence, clause, or word; as,

Do not the heavens proclaim the glory of God?

The Exclamation

10. The *exclamation* is placed after every exclamatory sentence, clause, or word; as,

How it snows! The clock is striking midnight; how solemn the sound! Unfortunate man that he is, what has he done!

The Hyphen

11. The *hyphen* is used (1) at the end of a line when part of a word is transferred to the next line, (2) to connect compound words; as,

Then must the *pennant-bearer* slacken sail.—BYRON.

The Quotation Points

12. The *quotation points* are used to distinguish words that are repeated *literally* from their author; as,

He tells us, "Do not attempt to read all magazine articles."

13. A quotation within a quotation is usually marked with *single points* (' '); as,

It has been well said, "The command, 'Thou shalt not kill,' forbids many crimes besides murder."

CAPITALS

Letters are either *small* or *capital*. The body of a printed page is generally composed of small letters. To emphasize and distinguish certain words capital letters are used.

RULES FOR THE USE OF CAPITALS

Rule I

The first word of every *sentence* should begin with a capital; as, *We* will go to town to-day.

Rule II

Proper names and words derived from them should always begin with capitals; as, *George Washington, American, Alice, James.*

Rule III

The first word of every *line of poetry* should begin with a capital; as,

What's in a name? That which we call a rose,
By any other name would smell as sweet.

—SHAKESPEARE.

Rule IV

Titles of *honor or office*, when used as such, should begin with capitals; as, *Dr. Johnson, His Eminence Cardinal Hayes.*

Rule V

All names of the *Deity* should begin with capitals; as, *God, Providence, Father, Son, Holy Ghost.* The same rule holds for personal pronouns referring to the Deity; as, *God, the Jehovah of the Jews and the Emmanuel of the Christians, will bestow His graces upon us through the merits of Christ, His Son.*

Rule VI

In the titles of *books, essays, etc.*, the chief words should begin with capitals; as, *Pope's Essay on Man.*

Rule VII

The words *I* and *O* should always be capitals; as, Grant, O Lord, that *I* may enjoy Thee forever!

Rule VIII

Names of *objects personified* should begin with capitals when the idea conveyed is strictly individual; as, *Come, gentle Spring, ethereal mildness, come!*

Rule IX

The first word of every *direct quotation* should begin with a capital; as, *God said, "Let there be light."*

Rule X

The *days* of the *week* and the *months* of the *year*, but not the *seasons*, should begin with capitals; as, *September, Monday, autumn.*

ABBREVIATIONS



MONTHS OF THE YEAR

<i>Jan.</i> , January.	<i>Sept.</i> , September.
<i>Feb.</i> , February.	<i>Oct.</i> , October.
<i>Mar.</i> , March.	<i>Nov.</i> , November.
<i>Apr.</i> , April.	<i>Dec.</i> , December.
<i>Aug.</i> , August.	

May, *June*, and *July* should not be abbreviated.

DAYS OF THE WEEK

<i>Sun.</i> , Sunday.	<i>Thurs.</i> , Thursday.
<i>Mon.</i> , Monday.	<i>Fri.</i> , Friday.
<i>Tues.</i> , Tuesday.	<i>Sat.</i> , Saturday.
<i>Wed.</i> , Wednesday.	

COMMON ABBREVIATIONS

<i>A. D.</i> (<i>Anno Domini</i>), in the year of Our Lord.	<i>c/o</i> , in care of.
<i>A. M.</i> (<i>ante meridiem</i>), before noon.	<i>C. O. D.</i> , cash on delivery.
<i>ans.</i> , answer.	<i>Cr.</i> , Credit, Creditor.
<i>Ave.</i> , Avenue.	<i>cu.</i> , cubic.
<i>bbl.</i> , barrel.	<i>cwt.</i> , hundredweight.
<i>B. C.</i> , before Christ.	<i>D. D.</i> , Doctor Divinity.
<i>bu.</i> , bushel.	<i>do.</i> , ditto.
<i>Capt.</i> , Captain.	<i>doz.</i> , dozen.
<i>ch.</i> , chapter.	<i>Dr.</i> , Doctor, Debit, Debtor.
<i>Co.</i> , Company, County.	<i>e. g.</i> (<i>exempli gratia</i>), for example.
	<i>etc.</i> (<i>et cetera</i>), and so forth.

- f. o. b.*, free on board.
ft., foot.
Gen., General.
gal., gallon.
Gov., Governor.
Hon., Honorable.
hr., hour.
in., inch.
inst., instant, present month.
Jr., Junior.
lb., pound.
Lieut., Lieutenant.
mdse., merchandise.
mi., mile.
min., minute.
mo., month.
Mr., Mister.
Mrs., Mistress (pronounced Mĭs'-ĭs or Mĭs'-ĭz).
O. K., all right.
oz., ounce.
p., page; *pp.*, pages.
per cent or $\%$, by the hundred.
pk., peck.
- P. M.* (*post meridiem*), afternoon.
P. O., Post-office.
Prof., Professor.
P. S., Postscript.
pt., pint.
qt., quart.
Rev., Reverend.
R. F. D., Rural Free Delivery.
R. R., Railroad.
sec., second, secretary.
Sen., Senator.
sq., square.
Sr., Senior.
St., Street, Saint.
T., ton.
Treas., Treasurer.
ult. (*ultimo*), last month.
U. S. A., United States of America; United States Army.
U. S. N., United States Navy.
vol., volume.
yd., yard.
yr., year.

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