

Course of Study.

COURSE OF STUDY

FOR THE

EIGHT-GRADE, BI-LINGUAL PAROCHIAL SCHOOLS

OF THE

ARCHDIOCESE OF MILWAUKEE.

By Order of the Most Reverend Archbishop.

MILWAUKEE.
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To Our Reverend Clergy.

The Committee appointed by Us some months ago to arrange a plan of studies for the Parochial Schools of Our Archdiocese, has prepared two plans, one for the English schools, and one for the schools of the German, Polish and Bohemian parishes. These plans have been submitted for your consideration and have, as we are informed, met with such general and almost unanimous approval, that they merit Our full approbation, which we give by these presents, declaring these plans to be official for the respective schools, and in force from the beginning of the next scholastic year.

We have instructed the Committee to take up the School Book question as soon as possible, in order to bring about, in this regard also, as great a uniformity as can be reasonably required and established.

We request Our Reverend Clergy to co-operate kindly and zealously with the Committee in behalf of Our Parochial Schools.

FOND DU LAC, WIS., May 11, 1903.

FRED. X. KATZER,

Abp. Milw.

FIRST GRADE.

RELIGION.

Fall Term—Teach the children how to make the Sign of the Cross, and to say the Our Father, Hail Mary, Glory be to the Father, Apostles' Creed, and Prayer to the Guardian Angel.

Give instructions on God, the Creation, Man, Angels, Sin of our First Parents, the Redeemer and His Birth.

Winter Term—Teach the Ten Commandments and short Acts of Faith, Hope, Charity and Contrition.

Give instructions on the Childhood and Youth of Christ, His Passion, Death and Resurrection.

Spring Term—Teach the Precepts of the Church, the Seven Sacraments, and the prayer, "We fly to thy patronage" or the "Memorare" or "O my Mistress, O my Mother."

Give instructions on the Ascension of Our Lord, the Descent of the Holy Ghost, and have repetition of all that has been taken.

Use short Bible Stories illustrated by Bible History Charts, throughout the year.

Remarks. 1) In the catechetical instructions of the first year, take for guide the smallest edition of that catechism which is to be put into the hands of the pupils at the beginning of the second year, thus preparing them for catechism.

Follow the three divisions of the catechism, viz., Creed—Commandments—Means of Grace. If necessary, have the Pastor select the questions to be learned; but see to it that already in the first year, the children acquire an introductory knowledge of all points of doctrine.

2) The fall term closes with Christmas; the winter term, with Easter. As the date for Easter varies, a slight modification of the amount assigned for the second and third terms respectively, becomes necessary. With a little foresight, this can easily be made at the beginning of the winter term.

This division has been adopted in order to make Christmas and Easter as prominent as possible in the school-life of the children.

READING.

ENGLISH—Catholic National or its equivalent to be used in all the grades.

GERMAN—Herder's series or its equivalent to be used in all the grades.

POLISH AND BOHEMIAN—Use corresponding book in respective language in all the grades.

Fall Term—German Chart and Primer (Fibel), first part; oral translation of simple words.

Winter Term—English Chart and Primer, first half.

German Chart and Primer, sec. part. Translation and Spelling.

Spring Term—English Chart and Primer completed.

German Chart and Primer completed. Translation and Spelling.

Remarks. Teach reading by the phonic and the word method.

WRITING.

Give daily drills in free arm-movement on slate or practice paper.

Teach, as far as practical, according to the principles: *a*) the short letters and the figures, *b*) the stem and the looped letters, *c*) the capitals with capital stem, *d*) the remaining capitals.

In keeping with the above grading, let pupils write easy words from copies set on the blackboard, their own names, the names of their parents, etc.

Begin with the script of that language in which the pupils are first taught to read.

From the very beginning insist on *a*) proper pencil-holding, *b*) an erect position, either fronting the desk or the right side turned slightly towards it.

ARITHMETIC.

Fall Term—Group objects so as to show all the possible combinations of numbers from 1 to 10, inclusive. (Use charts

and ball frame.) Add and subtract: *a*) objects, *b*) concrete numbers, *c*) abstract numbers. Teach use of $+$, $-$, \times , \div , $=$, as problems require, but no definitions of arithmetical terms. Have pupils use both synthetic and analytic forms of expression.

Synthetic: $7 + 1 = 8$; $6 + 2 = 8$; $5 + 3 = 8$; $4 + 4 = 8$.

Analytic: $8 = 7 + 1$; $8 = 6 + 2$; $8 = 5 + 3$; $8 = 4 + 4$.

Drill pupils in adding successively 1, 2, 3, to numbers below 10, not allowing their sum to exceed 10. Give similar drills in subtraction. Group objects in twos, threes, fours and fives, to develop the idea of multiplication and division: e. g., oo = 2 ones; %, one = $\frac{1}{2}$ of 2; oooo = 4 ones; $1 = \frac{1}{4}$ of 4. oo oo = 2×2 or 2 twos; $2 = \frac{1}{2}$ of 4; or $\frac{1}{2}$ of 4 = 2.

Teach knowledge and use of cent, nickel, pint, quart, etc., and apply the same in easy examples from child-life.

Teach pupils to make neat figures and to write numbers and their combinations from 1 to 10.

Winter Term—Group objects so as to show all the possible combinations of numbers from 1 to 20.

Show by splints, sticks, etc., that ten units make one ten. Proceed as in fall term with the four fundamental operations. Give idea of $\frac{1}{3}$ and $\frac{1}{5}$. Count by twos and threes to 50 and back again, varying the starting number.

Teach multiplication table to 12×2 .

Continue problems in U. S. money and measures, adding to the list week, dozen, inch, foot, yard.

Let pupils use ruler in making measurements. Teach notation and numeration of numbers of two places, and give written examples in addition and subtraction.

Spring Term—Teach combinations of numbers from 1 to 30, as in foregoing terms; also the fundamental operations and simple fractional parts.

Count by twos and threes to 100 and back again, varying the starting number.

Teach multiplication table to 12×3 . Explain dollar, peck, bushel, gallon, month.

Complete notation and numeration of first period. Add and subtract abstract and concrete numbers of three places.

Remarks. 1) Base all instruction in primary grades on objects; discontinue their use as soon as pupils have grasped the idea of the number in question.

2) Bailey-Wiemer's First Book in Arithmetic, (American Book Co.) contains very practical suggestions for First and Second Grade work.

LANGUAGE.

1. Throughout this year, use objects, pictures, outline sketches on blackboard (by means of stencils, if necessary), to furnish pupils with words and ideas.

2. By questions, lead pupils to tell in complete sentences what they perceive by their senses in the object or picture placed before them. Ex.—I see an orange; the orange is yellow; the orange is sweet.

3. Have familiar talks about domestic animals, food, plants, natural phenomena, as rain, snow, hail, etc.; keep in touch with the different seasons of the year.

Let pupils relate little incidents of their daily life, at first in their vernacular; as soon as possible, in English.

4. Teach the children: *a*) to use correctly the singular and plural forms—has, have, was, were; *b*) to use phrases denoting place and direction; as, in the river, on the river, across the river, over the hill; *c*) *to begin every sentence and every proper name with a capital letter, and to capitalize the pronoun I; *d*) *to end every sentence with the proper punctuation mark.

**c* and *d* to be taught in the spring term.

Remarks. 1) All subjects taught in this grade may serve the purpose of language lessons, both oral and written.

2) Give introductory lessons on order, cleanliness, health, and good manners.

DRAWING.

(See Appendix.)

SECOND GRADE.

CATECHISM.

Deharbe or its equivalent ; in second, third and fourth grades, omitting questions marked with * or †. **FIRST PART**—The Creed.

Fall Term—First, Second and Third Articles of the Creed.

Winter Term—Fourth, Fifth, Sixth and Seventh Articles of the Creed. Prepare the children for their first confession.

Spring Term—Eighth, Ninth, Tenth, Eleventh and Twelfth Articles of the Creed.

As in the first grade, use short Bible Stories in combination with the above lessons.

Have weekly reviews of the Commandments, Precepts, Sacraments and Acts, as far as taught in the first year.

READING.

Fall Term—English First Reader, first part.

German Second Reader to p. 24.

Translation and Spelling.

Winter Term—English First Reader, second part.

German Second Reader from p. 24 to p. 52.

Translation and Spelling.

Spring Term—English First Reader completed.

German Second Reader from p. 52 to p. 64 ; review difficult lessons of preceding term.

Remarks—1) Beginning with this year, explain the diacritical marks as they occur.

2) Use supplementary reading from other primary readers, and cut-up stories from School Journals, etc.

3) Throughout all the grades, both oral and written spelling exercises are to be taken, principally from the reading lessons.

Special attention should be paid to written spelling.

WRITING.

Give daily drills with lead-pencil on practice paper, to secure correct formation of letters, English and German.

Fall Term—Copy book No. 1, German.

Winter and Spring Terms—Copy book No. 1, English; No. 2, German.

ARITHMETIC.

Fall Term—Continue work of first grade, taking combinations of numbers from 1 to 50.

Group objects in fours, to teach multiplication and division by 4.

$$\text{oooo } 12 = 3 \times 4;$$

$$\text{oooo } 12 = 4 \times 3 \text{ (taking vertical groups);}$$

$$\text{oooo } \frac{1}{3} \text{ of } 12 = 4; \frac{1}{4} \text{ of } 12 = 3.$$

Teach multiplication table to 12×4 .

Count by 2, 3, 4, to 100 and back, varying the starting number.

Let much of the oral work consist in the practical application of U. S. money and measures previously learned. Teach time by the clock. Teach notation and numeration of units of thousands.

Make clear the fact, by illustration, that ten units of one order equal one of the next higher.

Give ample written work, abstract and concrete, in addition, subtraction and multiplication, the multiplier not to exceed 4.

Winter Term—Review work of fall term and group objects in fives, to teach multiplication and division by 5.

Count by fives to 100 and back, varying the starting number:

1, 6, 11; 2, 7, 12; 3, 8, 13; etc.

Teach multiplication table to 12×5 .

Teach notation and numeration of tens of thousands.

Continue oral and written work of fall term.

Spring Term—Treat sixes thoroughly; count by sixes to 100 and back again, varying the starting number.

In written work let pupils mention objects; thus: 1 rose and 6 roses are 7 roses; 7 pinks and 6 pinks are 13 pinks.

Teach multiplication table to 12×6 .

Complete notation and numeration of second period and proceed as in foregoing term.

Remark. Devote five minutes daily to drills in rapid addition.

LANGUAGE.

Fall Term—Continue oral exercises of first grade. Converse on wild animals, trees, leaves, etc. Let pupils tell in their own language the contents of reading lesson, reproduce short stories orally and write so-called picture stories on interlined paper or slates.

Teach the children: *a*) the names of the punctuation marks that occur in the reading lesson, but do not allow them to name them aloud while reading; *b*) the manner of writing the possessive forms of singular nouns; *c*) the forms and uses of the personal pronouns, illustrated by short sentences; *d*) the names and abbreviations for the days of the week and the months.

Winter Term—Continue the work of previous term. Introduce simplest forms of letter writing, partly as dictation exercises and partly as original work.

Teach *a*) use of descriptive adjectives in sentences, as, The apple is sweet; the apple is round; the sweet apple is ripe. *b*) use of singular and plural form of nouns in sentences, oral and written.

Spring Term—Continue work of preceding term and write short reproduction stories. Teach the use of comma and quotation marks.

Remark. By means of language lessons, teach rudiments of other branches, such as geography; teach cardinal points, or points of the compass; let pupils locate their home, school, church, with reference to some other building or object; mention and locate objects of special interest in the neighborhood—a park, post-office, court-house, etc.

DRAWING.

(See Appendix.)

THIRD GRADE.

CATECHISM.

Deharbe or its equivalent; SECOND PART—The Commandments, Precepts, Sin, Virtue, Christian Perfection.

Fall Term—The Commandments of God.

Winter Term—The Precepts of the Church, and Sin.

Spring Term—Virtue and Christian Perfection; review. Teach the Eight Beatitudes and have weekly review of the Commandments, Precepts and Acts.

BIBLE HISTORY.

Schuster—Kurze Biblische Geschichte.

Fall Term—Old Testament—from Beginning to Joseph, 11 Lessons.

New Testament—from Beginning to St. John the Baptist, 12 lessons.

Winter Term—Old Testament—from Joseph to Moses, 11 Lessons.

New Testament—Principally the History of the Passion and Resurrection.

Spring Term—Old Testament—from Moses to the end, 9 Lessons.

New Testament—from the Resurrection to the end; if time allows, take lessons omitted (13 to 25).

READING.

Fall Term—English Second Reader, first part.

German Second Reader from p. 64 to p. 93; supplementary reading from Bible History, to prepare the lesson.

Translation and Spelling from the Readers.

Winter Term—English Second Reader, second part.

German Second Reader from p. 93 to p. 114; supplementary reading from Bible History.

Translation and Spelling continued.

Spring Term—English Second Reader completed.

German Second Reader completed; supplementary reading from Bible History.

Translation and Spelling continued.

Remarks. 1) In this grade, as a spelling exercise, give short and easy dictations in both languages, twice a week.

2) Throughout the year, select Memory Gems from the Readers or some other source.

WRITING.

Give daily practice in free arm-movement with pen and ink, in order to secure a free and easy handwriting.

Use Copy book No. 2 and 3, English—No. 3, German.

ARITHMETIC.

Fall Term—Thoroughly treat the sevens, eights and nines.

Teach tables to 12×10 , and review the tables learned, forward, backward and mixed. Apply them to examples in denominate numbers; thus: How many pints in 1, 2, 3, ---
--- 12 quarts? How many inches in 1, 2, 3, 4, - - - - - 10 feet?

Teach *a*) notation and numeration of third period; *b*) multiplication by two figures; *c*) short division by divisor of one figure.

Winter Term—Memorize tables of U. S. money, liquid, dry and time measures; give practical problems. Combine factoring with drill in multiplication tables; e. g., $5 \times 12 = ? \times 6$; how many 8's in 32, 56, 72?

Teach writing of U. S. money (dollars and cents), addition and subtraction of same, and review work of the preceding term.

Spring Term—Complete multiplication table to 12×12 . Teach $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{10}$ of a dollar. Give problems involving the use of denominate numbers learned. Multiply by numbers of three places.

Teach long division, divisors ranging between 10 and 25; teach short methods of dividing by 10 or multiples of 10.

Teach Roman Notation.

Remarks. 1) Explain clearly that units multiplied by hundreds give hundreds.

2) Require oral analysis of concrete examples in fundamental rules.

3) Introduce fractions by breaking sticks, folding paper, etc.

LANGUAGE.

Metcalf's Elementary English Grammar, or its equivalent, in the hands of the teacher.

Rules and simple definitions to be drawn from the given exercises and written on the blackboard for pupils to copy and memorize.

Fall Term—Teach pupils to distinguish common and proper nouns from other words and give them additional rules for the use of capitals.

Let them tell and write the names of persons whom they know and their occupation or trade.

Teach them to distinguish and apply in statements: to—two—too; sent—cent; their—there; no—know; new—knew; blue—blew, etc.

Winter Term—Lead pupils to find qualities of objects, and their opposites, and to use them in negative and affirmative statements; e. g., solid, liquid, light, heavy, etc.

Teach pupils to avoid using *them* instead of *these* or *those*; also teach them the correct use of went—gone; saw—seen; did—done, etc.

Continue lessons on abbreviations.

Spring Term—Review work of this and preceding grade. Teach form for Heading, Salutation and Conclusion of letters.

Remarks. 1) Continue reproduction work, picture stories and letter-writing, throughout the year.

2) Every two weeks one of the above-named forms of composition should be neatly copied with ink, after careful correction.

3) No teacher can be expected to correct each one of the daily written tasks thoroughly. Occasionally have pupils interchange their written work, mark each other's mistakes and return it to the original writer for correction. The teacher should then review the process in a general way. When this method is not used, the teacher should collect the tasks, take note of the most striking errors and call the attention of the class to them before a new task is given.

GEOGRAPHY.

Guide-book in the hands of the teacher. Payne's Geographical Nature Studies, by Am. Book Co., recommended.

Fall Term—Show form of the earth by using globe or map of hemispheres; teach direction on globe and map.

From surroundings, map or chart, develop correct ideas of the natural divisions of land and water. Teach the names of the grand divisions of the earth.

Winter Term—Dwell especially on home geography, including principal productions, occupations and industries. Use map of North America; let pupils name and locate the principal countries, calling attention to the Indians and Eskimos and their mode of life.

Introduce map-sketching, to impress outline of countries studied.

Spring Term—Review work of previous terms and teach the boundary and capital of the U. S. and of Wisconsin.

Tell the story of Columbus in connection with early work in geography.

Remark. Let nature study enter largely into this and the following grades.

DRAWING.

(See Appendix.)

FOURTH GRADE.

CATECHISM.

Deharbe or its equivalent; **THIRD PART**—The Means of Grace.

Fall Term—Grace and the Sacraments of Baptism, Confirmation and the Holy Eucharist.

Winter Term—Penance, Extreme Unction, Holy Orders and Matrimony.

Spring Term—Prayer and the Sacramentals. Review.

Remarks. 1) With instructions on Baptism, Confirmation and the Holy Sacrifice, connect brief explanations of the ceremonies.

2) Beginning with this grade and continuing throughout the following grades, give occasional explanations of the liturgy of the Church, according to the ecclesiastical feasts and seasons.

BIBLE HISTORY.

Schuster-Mai.

Fall Term—Old Testament—from Beginning to Call of Abraham.

New Testament—The Advent and Hidden Life of Christ.

Winter Term—Old Testament—from Abraham to Joseph.

New Testament—from Beginning of Public Life of Christ to the Sermon on the Mount.

Spring Term—Old Testament—from Joseph to Moses.

New Testament—from the Sermon on the Mount to the Sermon on the Lake.

READING.

Fall Term—English Third Reader, first part.

German Third Reader to p. 43.

Winter Term—English Third Reader, second part.

German Third Reader from p. 43 to page 86.

Spring Term—English Third Reader completed.

German Third Reader from p. 86 to p. 134.

Supplementary reading throughout this year is to be taken from the German Bible History. Translation and Spelling are to be continued as in preceding grade.

Continue dictations begun in third grade, for spelling exercises.

Memorize a few good poems from Readers and other sources.

WRITING.

Have pupils drill on practice paper: *a*) the more difficult letters, *b*) the entire head-lines before commencing a new page.

Use Copy Book No. 4, English and German.

Remarks. Insist on all written tasks being executed in a neat, legible and pleasing hand.

ARITHMETIC.

Text-book in hands of pupils.

Fall Term—Review notation and numeration, and teach notation and numeration of tenths, hundredths and thousandths. Continue long division with divisor of three places and give frequent practice in this operation throughout the grade.

Teach multiplication and division of U. S. money, and writing of bills.

For mental work add and subtract fractions whose common denominator does not exceed 12.

Winter Term—Continue work of preceding term. Teach cancellation, least common multiple, greatest common divisor, and addition and subtraction of fractions.

Review the tables of denominate numbers, adding linear, square and cubic measures.

Spring Term—Teach reduction of denominate or compound numbers, omitting such as require fractional work.

Remarks. 1) Throughout the grade, give frequent drills in rapid work, for accuracy. Teach pupils to save time by cancellation and shortened processes in multiplication and division.

2) Throughout this and the following grades, require pupils to learn definitions of mathematical terms and operations, as they occur in the work.

LANGUAGE.

Text-book in hands of teacher.

Fall Term—Review work of previous term. Teach pupils to distinguish the verb from other words.

Develop the idea of subject by the question, "Who or what does?"; of predicate, by the question, "Does what?" e. g., Mary sings. Who sings? Mary,—the subject. Mary does what? sings,—the predicate.

Require statements in which the pupils tell: *a)* what the subject is, by classifying it; e. g., The poplar is a shade tree; *b)* how the subject is, by stating a quality; e. g., The poplar is tall; *c)* what the subject does, by expressing an action; e. g., The poplar grows.

Explain the difference between transitive and intransitive verbs. Require pupils to find subjects and predicates in reading lesson.

Winter Term—Teach *a)* correct use of rise-rose-risen, sit-sat, tear-tore-torn, and similar words; *b)* correct form of comparison of good, bad, little, much, etc.; *c)* use of a comma between a series of words, and after a direct address.

Introduce the preposition and gradually lead the pupils to make their own list of prepositions.

Spring Term—By suitable questions, develop the idea of time, place and manner, expressed either by adverbs or adverbial phrases.

Review and expand work of foregoing grades on plural and possessive forms, and the correct use of personal pronouns. Teach combination of statements, that is, sentences with two or more subjects and two or more predicates.

Remarks. 1) Let much of the written work of this grade consist in the reproduction of interesting anecdotes and short stories from American history, and in the description of pictures in their text-books.

2) Frequently use letter form for the afore-mentioned writing. Show pupils how to fold letters and how to address envelopes.

3) As the German Third Readers generally have the first part of grammar in the appendix, connect its study with the reading lesson, twice a week. Insist on the pupils' learning the grammatical terms in both languages. Follow the arrangement of the book and finish the whole in fourth and fifth grades.

4) In this grade the Polish and Bohemian Schools also begin to study the grammar of their language.

GEOGRAPHY.

Elementary Geography in the hands of the pupils.

Fall Term—Explain position and motions of the earth, their results; parallels, meridians, zones. Do not expect pupils to memorize descriptive part of text-book; rather let it serve as supplementary reading.

Review work on home geography. Teach natural features of Wisconsin;—name and locate several of its important cities, lakes, rivers, etc.

Winter Term—Study North America and Atlantic section of the United States, making constant use of wall maps in connection with text-book.

Do not burden pupils with memorizing unimportant geographical names; confine them to locating places of commercial or historic importance, or such as are noted for their natural scenery.

Spring Term—Finish the study of the United States, and take the Dominion of Canada.

Remarks. 1) Combine stories of the early missionaries, explorers and pioneers with geography of the United States; the teacher should have a reliable guide-book.

2) Continue map-sketching as in third grade.

DRAWING.

(See Appendix.)

FIFTH GRADE.

CATECHISM.

FIRST PART of Catechism, as in second grade; the questions marked with * or † included.

BIBLE HISTORY.

Fall Term—Old Testament—From Moses to the Judges.

New Testament—From Sermon on the Lake to the Transfiguration.

Winter Term—Old Testament—From the Judges to Solomon.

New Testament—History of the Passion and Resurrection.

Spring Term—Old Testament—From Solomon to the Destruction of the Kingdom of Israel.

New Testament—From the Resurrection to the Descent of the Holy Ghost.

READING.

Fall Term—English Fourth Reader to p. 59.

German Third Reader from p. 134 to 180.

Winter Term—English Fourth Reader from p. 59 to 101.

German Third Reader from p. 180 to 217.

Spring Term—English Fourth Reader from p. 101 to 134.

German Third Reader from p. 217 to end.

Supplementary reading throughout this year is to be taken from German Bible History.

Translation and Spelling are to be continued as in preceding grade.

Remark. Take great care to have the pupils understand not only the sense of the reading lesson as a whole, but also the meaning of every word in it. For this purpose use synonyms and definitions; and if the same word has different meanings, explain them and have the pupils apply such words in sentences of their own. Ex.—Mr. White *succeeded* his father in business; James *succeeded* in winning the prize.

WRITING.

Copy book No. 5 English and German.

If No. 5 in the series adopted, retains double-ruled paper, use No. 6. Use single-lined paper by all means.

Remark. Direct pupils to compare their writing word for word with the copy.

ARITHMETIC.

Fall Term—Review fractional work of fourth grade. Teach multiplication of fractions and reduction of compound fractions.

Winter Term—Teach division of fractions and reduction of complex fractions.

Spring Term—Review work of preceding term; take introductory decimal work, to give first ideas of percentage.

Throughout the grade let mental exercises precede and accompany all written work.

LANGUAGE.

Grammar in the hands of the pupils.

Fall Term—Review the parts of speech.

Teach *a*) the simple modified sentence; *b*) the properties of nouns and personal pronouns; *c*) the respective rules of agreement and government.

Winter Term—Teach *a*) the declension of relative pronouns, and their correct use; *b*) the distinction between relative and interrogative pronouns; *c*) the classes and modifications of adjectives.

Spring Term—Review work of previous terms. Introduce the complex sentence with relative clauses; teach the adverb and show the difference between its use and that of the adjective. Insist on correct use of both.

Remarks. Throughout this year and the following years, pay particular attention: *a*) to punctuation; *b*) to parsing parts of

speech that have been thoroughly taught; *c*) to analysis of sentences.

As an aid in analysis, Reed & Kellogg's method of diagramming is suggested.

Composition Work. Teach various forms of business letters, such as applications for positions, orders and acknowledgments of goods received. Require descriptions of plants and animals, natural and artificial products; compositions of a narrative and descriptive character. Church and social festivals may furnish themes.

In this grade begin to have pupils occasionally give an outline of the Sunday sermon.

GEOGRAPHY.

Fall Term—Take brief review of fourth grade work. Study Mexico, Central America, West Indies and South America.

Begin map-drawing proper, paying special attention to routes of travel.

Winter Term—Study Europe.

Spring Term—Study Asia, Africa and Australasia.

Remarks. 1) In this grade continue to combine nature study with geography.

2) Turn the pupils' attention to such topics as will give them some knowledge of the condition and work of the Church in the countries studied.

3) Historical persons and events, adapted to the understanding of the pupils, should be touched upon.

U. S. HISTORY.

Use an Elementary History (Benziger or its equivalent), and complete it in one year. Use it principally as supplementary reading. Do not require pupils to memorize.

DRAWING.

(See Appendix.)

SIXTH GRADE.**CATECHISM.**

SECOND PART of Catechism, as in the third grade; the questions marked with * or †, included.

BIBLE HISTORY.

Fall Term—Old Testament—from Destruction of Kingdom of Israel to Babylonian Captivity.

New Testament—from Descent of the Holy Ghost to end of book.

Winter Term—Old Testament—from Babylonian Captivity to Esther.

New Testament—from the Transfiguration to the Raising of Lazarus.

Spring Term—Old Testament—from Esther to the end.

New Testament—from the Raising of Lazarus to the History of the Passion.

Remark. In preparation for Christmas and Easter, the History of the Birth, Death and Resurrection of Christ should be briefly reviewed.

READING.

Fall Term—English Fourth Reader from p. 134 to 186.

German Fourth Reader to p. 56.

Winter Term—English Fourth Reader from p. 186 to 244.

German Fourth Reader from p. 56 to 104.

Spring Term—English Fourth Reader completed.

German Fourth Reader from p. 104 to 151.

Remarks. 1) For spelling, pronunciation and definition, in this grade and the following grades, use a Speller—Reed's Word Lessons or its equivalent.

Direct pupils to use the dictionary.

2) Give careful attention to historical, geographical and biographical allusions.

3) In each term memorize one good selection in both languages.

4) Instead of oral translations, as in the previous grades, require written translations of a part of the lesson, at least once a week, in this and the following grades.

5) In German Reader intersperse prose lessons with poems under Part X.

WRITING.

Use Copy book No. 7—or the Palmer Method or its equivalent.

Remarks. 1) Have pupils compare their work with head-line as to height, slant and distance of letters.

2) Without losing sight of legibility and neatness, begin to insist on rapidity.

ARITHMETIC.

Fall Term—Treat decimals thoroughly; give simple work in percentage, to show its practical use.

Winter Term—Teach addition, subtraction, multiplication and division of compound, or denominate numbers; in connection with this, teach longitude and time.

Spring Term—Teach practical measurements; carpeting, papering, masonry, etc.

Remark. Give frequent drills in fractions, and take mental arithmetic as in preceding grade.

LANGUAGE.

Fall Term—Review work of preceding grade.

Teach *a*) the properties of the verb, and the respective rules of agreement and government; *b*) the correct use of the tenses; *c*) the participial and infinitive phrases.

Winter Term—Conjugate verbs in their simplest forms.

Teach *a*) the subordinate conjunctions and conjunctive adverbs; *b*) the complex sentence with adverbial clauses.

Spring Term—Review and continue work of previous terms.

Remarks. 1) Do not lay too much stress on the correction of False Syntax in the text-book; rather correct the mistakes made by the pupils themselves in speaking and writing.

2) In this grade and the following, let the most essential parts of German syntax be taught from a grammar in the hands of the teacher.

This applies also to the Polish and Bohemian schools.

Composition Work. Have the pupils write letters of invitation, acceptance, regret, condolence, etc. Give them exercises in narrative writing, biography, historical sketches.

Pay special attention to paragraphing.

GEOGRAPHY.

Text-book—Complete or Advanced Geography.

Fall Term—North America, United States as a whole, and Wisconsin.

Winter Term—United States by sections.

Spring Term—The countries north and south of the United States.

Remarks. 1) Pay special attention to commercial geography and routes of travel.

2) Combine biography and history with the work of this grade.

3) In regard to Catholic topics, see Remark in fifth grade.

U. S. HISTORY.

Fall Term—Period of Discovery and Exploration, including Labors of Early Missionaries—(1492 to 1607).

Winter Term—Period of Colonization—(1607 to 1733).

Spring Term—Intercolonial Wars—(1689 to 1763).

Remarks. Pupils of the three upper grades should have some idea of Current History. "Our Times" might be suggested as an aid.

DRAWING.

(See Appendix).

SEVENTH GRADE.

CATECHISM.

In each of the three terms, review the corresponding work done in each of the three preceding years, selecting the more important lessons according to the direction of the Rev. Pastor.

With the instructions on the Sacraments, the Holy Sacrifice and the Sacramentals, connect explanations of the principal ceremonies of the Church.

In this and the following grade, use the ecclesiastical seasons and feasts to give fuller explanations of the liturgy than heretofore.

BIBLE HISTORY.

Review the Bible History throughout this year, dwelling in particular on the promises and prophecies, the figures and types of the Messiah.

READING.

Fall Term—English Fifth Reader from p. 23 to 92.

German Fourth Reader from p. 150 to 214.

Winter Term—English Fifth Reader from p. 92 to 156.

German Fourth Reader from p. 214 to 262.

Spring Term—English Fifth Reader from p. 156 to 212.

German Fourth Reader from p. 262 to 302.

Be careful to follow the remarks made under this head in sixth grade.

WRITING.

Copy book No. 8—or the Palmer Method or its equivalent.

ARITHMETIC.

Fall Term — Teach applications of percentage without time. Frequently lead pupils to find successively the percentage, base, rate and amount or difference, in the same problem: Ex. A horse is bought for \$240 and sold at a gain of $12\frac{1}{2}\%$; what was the gain?

C sells a horse at a gain of $12\frac{1}{2}\%$ and gains \$30; what was the cost?

A sells a horse for \$270, thereby gaining $12\frac{1}{2}\%$; what was the cost?

B buys a horse for \$240 and sells it at a gain of \$30; what was the rate of gain?

Winter Term—Teach applications of percentage with time; simple and compound interest, discount, partial payments, etc.

Explain and have pupils write the various forms of commercial papers, such as bills, receipts, notes, checks, drafts, endorsements, bills of exchange, contracts of partnership, etc.

Spring Term—Teach ratio and proportion, and review work of preceding term.

Remarks. For mental work, give practice daily in common fractions; take percentage in connection with the regular work; e. g., 3 is what % of $2\frac{1}{2}$? 9 inches is what % of 1 yard? A 3-inch cube is what % of a 5-inch cube?

LANGUAGE.

Fall Term—Review thoroughly the definitions of grammatical terms. Teach the co-ordinate conjunctions and the compound sentence in its more complicated forms.

Teach rules for the use of the colon and semicolon.

Winter Term—Review thoroughly the rules of syntax previously learned, and apply them particularly in the correction of the pupils' own mistakes.

Teach the noun clause used as subject and object.

Spring Term—Review rules of punctuation and require pupils to account for the punctuation in their reading lessons and written exercises.

Teach the noun clause used as predicate and appositive.

Continue parsing and analysis, as in previous grade.

Composition Work. Continue work of the previous grade. Introduce conversations between two persons, topics suggested by home and school, seasons, family feasts, Church and civil holidays. Have pupils also write letters on the same topics.

Use themes suggested by lessons in geography and history; require autobiographies of such subjects as a horse, a dollar, a hat, etc.

GEOGRAPHY.

Complete or Advanced Geography continued.

Fall Term—South America, and Europe as a whole.

Winter Term—The European countries separately.

Spring Term—Asia, Africa and Australasia.

Remarks. 1) Devote about ten minutes weekly to the geography of Wisconsin, its political organization, its natural advantages, products—animal, vegetable and mineral—and the occupations of its people.

2) In regard to Catholic topics, occasionally interest the pupils in the missionary work of the Church, for example, among our Indians, along the coasts of Africa, in China, etc.

U. S. HISTORY.

Fall Term—Period of the Revolution—(1763 to 1789).

Winter Term—Period of Constitution from Washington to Van Buren—(1789 to 1837).

Spring Term—Period of Constitution from Van Buren to Lincoln—(1837 to 1861).

Current History continued as suggested in sixth grade.

PHYSIOLOGY.

Text-book—How We Live or equivalent.

All through the study of the human body, impress the pupils with the power and wisdom of God as manifested in this masterpiece of the material creation. Show from the construction of the hand and the eye that no human mechanism equals them in their adaptability to an almost unlimited number of uses and purposes.

DRAWING.

(See Appendix).

EIGHTH GRADE.

CATECHISM.

Review the Catechism, according to the direction of the Rev. Pastor.

Special attention should be paid to proofs for the Divinity of Christ and the Church. Should it appear advisable to take up other points of controversy between Catholics and non-Catholics, the teachers should consider that this very important part of catechetical work belongs ever so much more to the Pastor than to themselves.

Brief explanations of the Sunday and Holiday Gospels are suggested.

CHURCH HISTORY.

Teach according to the Appendix in the Catechism or a Manual. Manuals suggested: Outlines of Church History—Dreher-Hammer (Herder), Short Catechism of Church History—Oechtering (Herder), Christ in his Church—Brennan (Benziger).

READING.

Fall Term—Select lessons from the unfinished parts of the English Fifth and the German Fourth Reader.

Winter and Spring Terms—Select lessons from text-book in History, read selections from well-known authors (Ten-Cent Classics recommended), also read good Catholic juvenile papers, as Our Young People, Jugendfreund, etc.

WRITING.

If desired, Copy book No. 9, or Palmer Method or its equivalent.

In this grade, book-keeping and the copying of corrected compositions afford sufficient practice.

ARITHMETIC.

Fall Term—Teach involution, square root and its applications in mensuration of triangles, quadrilaterals and circles. Give pupils a thorough understanding of these figures and their parts, requiring definitions.

Frequently review the applications of percentage.

Winter Term—Teach cube root and its applications in the measurement of solids. Illustrate by means of cubical blocks.

Spring Term—Complete the text-book and review the parts most necessary in every-day life. Drill in rapid work, for accuracy.

ALGEBRA.

This is an optional study. But where it is required for entrance into High School, the pupils should be made somewhat familiar with algebraic expressions and symbols, learn how to solve a simple equation and do some work in the fundamental operations and factoring.

LANGUAGE.

Continue work of seventh grade, and teach the names and uses of the common figures of rhetoric.

COMPOSITION WORK. In addition to more complete descriptions of natural scenery and phenomena, require pupils to write on abstract subjects, of a religious, ethic and patriotic character,—also on proverbs, maxims, etc.

GEOGRAPHY.

Fall Term—Physical Geography, taught by topics from text-book used in sixth and seventh grades.

U. S. HISTORY.

Fall Term—Period of Constitution from Lincoln to Grant—(1861 to 1869.)

Winter Term—Period of Constitution from Grant up to date.

Spring Term—Review by means of tabulations or by topics. Use Current History as in the preceding grades.

CONSTITUTIONS OF U. S. AND WISCONSIN.

Text-book to be used by pupils.

Fall Term—Legislative Department of the United States.

Winter Term—Executive and Judicial Departments of the United States.

Spring Term—Government of the State of Wisconsin.

Remark. At the beginning of each term, have the class read the text of the United States Constitution.

BOOK-KEEPING.

Single and Double Entry—a short, simple course, such as Williams and Rogers' First Lessons or its equivalent.

PHYSICS.

(Where required before entering High School.)
According to Avery-Sinnot or its equivalent.

DRAWING.

See Appendix.

APPENDIX.**DRAWING.**

Prang's System adapted.

- Remarks.** 1) Insist on proper attitude and correct pencil-holding.
2) Give special drills in free arm-movement on blackboard, slate and paper.
3) In the primary grades, use small sheets of cheap paper and soft, blunt pencils,—charcoal and colored crayon may also be used to advantage.

FIRST GRADE.

Teach horizontal, vertical and oblique lines and their combinations in triangles, squares, crosses, ladders, fences, etc. Let pupils trace outlines of leaves. By means of cardboard tablets and stick-laying, let pupils design simple borders and outline them.

SECOND GRADE.

Draw curved lines and objects bounded by them, such as dials, hoops, oranges, plums, cherries, etc. Begin model-drawing, using the sphere, ovoid, and ellipsoid. Combine drawing with nature study, according to the season. Draw branches of pussy-willow and holly, birds and flowers.

Let the pupils estimate size of objects with pencil held at arm's length horizontally before the eye. If possible, use colored crayons. Let pupils design and outline borders with circles.

THIRD GRADE.

Continue model-drawing of forms previously introduced, adding the cylinder, cone and vase. Draw objects in nature in which these forms occur, such as, vegetables, fruits, outlines of domestic animals, etc.

Simple trees, sky and water scenes can be brought out to advantage with colored crayon.

Develop idea of light and shade. Design and draw simple rosettes from cardboard tablets.

FOURTH GRADE.

Continue model-drawing, introducing square and triangular prisms; in connection with these, explain the vanishing line. Draw objects representing these forms, such as, barns, houses, churches, etc.

Nature work according to season: potted plants, flowers, birds and butterflies. Let pupils arrange and draw borders of leaves.

FIFTH GRADE.

Group work of models used in previous grades.

Draw top, front and side views of cube, square prism, triangular prism and cylinder. Introduce the square pyramid.

Draw books, bowls, baskets, etc. from objects placed before the pupils. Nature-work in keeping with the season—corn-stalks, turnips, beets with leaves, bunches of radishes, grapes, etc. Continue landscape-drawing. Teach idea of perspective. Explain the scale and apply it in map-drawing. Train pupils to accuracy.

SIXTH GRADE.

Continue block-building,—towers, castles and arches. Top, front and side views of cylinder, hexagonal and octagonal prisms. Draw views of groups of objects representing these forms, as barrels, street-rollers, logs single, logs in a pyramid, etc.

Introduce construction work, or mechanical drawing, using hard lead-pencil or pen and ink. From actual measurement or given dimensions draw according to a certain scale—a bureau, a cupboard, and other articles of furniture—a cup, a wheel, etc.

Nature Study in keeping with the seasons: baskets, peck and

bushel measures filled with fruit and vegetables, apples on the branch, animals, shells, etc. Design and draw a border of shells.

SEVENTH GRADE.

Continue construction work. From given dimensions draw top, front and side view of a chimney, step, cupola, dormer window, porch, etc.

Draw window with portion of landscape that can be seen through it. In touch with the seasons, draw foliage, grasses with roots, flowers in a vase, grains, hazelnuts in a bunch, chestnut burs, acorns in the cup, etc. Design and draw border of acorns and oak leaves.

EIGHTH GRADE.

From actual measurement or given dimensions draw view of corners and walls of schoolroom, dwelling-room, kitchen, etc. Nature Drawing—Trees, single, typical trees, with and without foliage. Scenes of trees in forests. Reflection of trees in water. (Use charcoal or crayon.) Avenue of trees, seen from the street; railroad track and telegraph line, seen from the center of the track; a bridge from the different centers of vision, showing change of horizon line.

NATURE STUDY.

For fear of over-crowding the curriculum, no special heading has been assigned to this study in the grade work. It is to be freely introduced into the language lessons of the primary grades and correlated with the reading and geography lessons of the middle grades, so that the pupils become acquainted with the three kingdoms of nature,—the names, general appearance and use of the principal animals, plants and minerals.

Let this study serve to lead the pupils to behold and admire in the visible creation the wisdom, power and love of the Creator.

SINGING.

Singing should be taught in every grade at least ten minutes four times a week.

In the primary grades, teach simple hymns, motion and season songs.

In the middle grades, introduce church hymns, nature, labor and patriotic songs of a cheerful, ennobling character, as found

in J. Singenberger's "Gesangbuechlein fuer katholische Kinder" or its equivalent.

In the upper grades, select more difficult two- and three-voiced hymns and songs, including some good songs of the fatherland.

Always require pupils to memorize the text.

Let a hymn or song follow the prayer at the opening of each session. Call for a cheerful song, now and then, before a change of exercises, to revive the lagging interest of the pupils.

PHYSICAL CULTURE.

In the lower grades, frequent marching and motion songs will answer the purpose.

In the middle and upper grades, devote at least five minutes daily to free exercises of the arms, limbs and head, as given in "School Gymnastics," by Jessie Bancroft (Kellogg) or its equivalent.

Let the pupils take frequent breathing exercises on the playground, and in the class-room after it has been well ventilated.

By insisting on proper position of the pupils in sitting and standing, on an easy, gentle manner of walking, rising and sitting down, the teacher should practically supplement the lessons in physical culture.

NEEDLEWORK.

In schools conducted by religious communities of Sisters, a graded course of plain needlework, including knitting, crocheting, sewing in its various applications, especially mending and darning, should be taught.

Let the teacher remember to place the useful before the ornamental.

MORALS AND MANNERS.

These two M's cannot be taught systematically like the three R's and, therefore, they could not find a place in this "Course of Studies." But they certainly must have a place in the Catholic, and especially the Religious teachers' daily work for their pupils.

Let our teachers realize that the *raison d'être* of our Catholic schools is to train our children to become God-fearing and God-loving men and women,—faithful sons and daughters of the Church,—loyal citizens of the State,—useful and accomplished members of society.