

# **SYLLABUS and TEACHER'S MANUALS**

FOR

**LIVING MY RELIGION SERIES**

*Book 7 : Living for Triumph*

BY

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## PRAYERS TO BE SAID BY TEACHERS

### An Invocation

Teach me goodness and discipline and knowledge, O Lord: for I have believed Thy commandments (Ps. 118: 66) .  
(An indulgence of 300 days).

### A Prayer

O glorious Saint Catherine, wise and prudent virgin, thou who didst set the knowledge of Jesus Christ above all other knowledge, obtain for us the grace to remain inviolably attached to the Catholic faith, and to seek in our studies and in our teaching only the extension of the Kingdom of Jesus Christ our Lord and of His Holy Church both in ourselves and in the souls of others. Amen.  
(An indulgence of 300 days).

The faithful who devote between a quarter and a half-hour to teaching or studying Christian doctrine may gain: An indulgence of 100 days; a plenary indulgence on the usual conditions twice a month if the above practice is done at least twice a month.

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## CONTENTS

	<i>Page</i>
GENERAL PROCEDURE .....	1
I. REMOTE PREPARATION OF THE TEACHER .....	1
1. Realization of the Aim .....	1
a. Help, Not Make .....	1
b. Ways and Means .....	1
c. The Five-Point Program .....	1
I. Study .....	2
II. Prayer .....	2
(1) Oral Prayer .....	2
(2) Mental Prayer .....	2
III. Devotions .....	2
(1) Our Lord .....	2
(2) The Blessed Virgin .....	3
(3) The Angels .....	3
(4) The Saints .....	3
IV. The Mass .....	3
V. The Sacraments of Penance and the Holy Eucharist .....	4
(1) Penance .....	4
(2) The Holy Eucharist .....	5
II. PROXIMATE PREPARATION OF THE TEACHER .....	6
1. General Points to Keep in Mind .....	6
2. General Method of Presenting Textbook Material .....	6
(1) Characteristics of a Good Question .....	7
(2) Characteristics of a Good Assignment .....	8
3. The Activity Program .....	9
4. Exercise and Tests .....	10
5. Syllabus .....	10

## BOOK SEVEN: LIVING FOR TRIUMPH

	PAGE
Syllabus for Grade 7 .....	12
Special Procedures .....	15
Theme, Aims, Subject Matter and Method Outline .....	15
Detailed Method .....	16
Unit 1. I Believe in God .....	16
Unit 2. The Unity and Trinity of God .....	19
Unit 3. God and Creation.....	21
Unit 4. Actual Sin .....	24
Unit 5. The Incarnation .....	26
Unit 6. The Redemption .....	29
Unit 7. The Resurrection and the Ascension.....	31
Unit 8. The Holy Spirit and Grace.....	34
Unit 9. The Virtues; and the Gifts of the Holy Ghost .....	36
Unit 10. The Church. ....	38
Unit 11. The One True Church. ....	40
Unit 12. The Means of Grace .....	43

## GENERAL PROCEDURE

### I. REMOTE PREPARATION OF THE TEACHER

#### Realization of the Aim

##### TO HELP EACH CHILD LIVE HIS RELIGION

Do we see our objective point clearly? Coming straight down to our own room, our own group of boys and girls, our own present duty, are we quite clear as to exactly what we mean by helping each one of them live his religion as a Catholic child of eight, nine, or ten years should?

We know what we mean by living our religion. We are willing to own that anyone who really lives up to all that the Catholic Church believes and teaches is a saint. We have no doubt that his life of grace here will blossom into his life of glory hereafter.

#### (a) Help, Not Make

In the first place, let us strike out the word "make." It is not in our aim. The Lord Himself never forces the human will. Force is the last and the worst avenue that a teacher may take. We must be both firm and kind. We must respect God's gift of free will even while training that will to complete conformity with the holy will of God. Our aim is to help each child: steadily, earnestly, determinedly, lovingly, prayerfully help each one to live as a good Catholic child should. As to every child in our group attaining sanctity, we know that each one must become a saint somehow, some way, some day, here or in purgatory. If not, he will be lost: "Nothing defiled can enter heaven." We can help each child on his upward path. How far he manages to climb depends on many things, including the use he makes of his own free will. God's grace is never lacking. Cooperation with grace is what spells for each soul eternal success or eternal failure.

#### (b) Ways and Means

As to ways and means, let us set up a few norms to judge whether or not our boys and girls are living their religion. If they are, well and good; if not, we can plan accordingly. The interior life of the soul lies open to the eye of God alone. The exterior actions are all that we study. In setting up these norms we are considering exterior actions. "By the fruit, the tree is known"; if a child ranks well in the following test, we have every reason to hope that his soul is pleasing to God.

## GENERAL PROCEDURE

We do not have to go far afield to get these norms. They are clearly stated in the Catechism: know, love, and serve God.

### (c) The Five-Point Program

#### *Point I. Study*

The pupil should study his Catechism, i.e., he should try to know his religion. He cannot practice it intelligently unless he does. He should honestly try to learn, try to understand explanations, try to pay close attention when instructions are given. This effort to know God and God's holy will is distinctly a part of serving God.

#### *Point II. Prayer*

##### 1. ORAL PRAYER

The pupil should be taught to pray daily at regular times, e.g., in the morning, in the evening, at meals, before class. These prayers may be short, but they must be said reverently. The prayers usually recommended are: The Sign of the Cross; Morning Offering; Our Father; Hail Mary; the Creed; Acts of Faith, Hope and Charity; Act of Perfect Contrition. If these are scattered through the day, there is more probability of their being said with attention and devotion.

##### 2. MENTAL PRAYER

The main idea behind any class exercise in mental prayer is to help the child to learn how to do it rather than to require him to pray at the moment. A class situation is rarely conducive to mental prayer. Nevertheless, mental prayer may be made during the school day, e.g., a moment or two of silence in which to examine one's conscience before repeating the Act of Contrition. There should be no quizzing as to what was said to God. We should require silence and reverence of attitude, no more.

We should encourage our pupils to make mental prayer at certain times: during visits to the Blessed Sacrament; before and after confession; before receiving Holy Communion, but especially after Holy Communion.

#### *Point III. Devotions*

##### 1. OUR LORD UNDER ANY APPROVED TITLE, E.G., THE SACRED HEART.

Try to convince your pupils of the value of even one of the following acts so that they take it up freely and practice it steadily.

## GENERAL PROCEDURE

- 1) Aspirations, especially those which are indulged.
- 2) Short acts of thanksgiving, love, adoration, etc.
- 3) Short visits known as "tiny holy hours."
- 4) Offering Holy Communion of reparation for the sins which wound the Sacred Heart.
- 5) Asking parents to enthrone the Sacred Heart in the home.
- 6) Thinking often of what Our Lord said and did.
- 7) Trying to let Our Lord be a real influence in their lives.
- 8) Considering Our Lord as their best friend and going into the church to tell Him all about sorrows and joys.

##### 2. THE BLESSED VIRGIN MARY UNDER ANY APPROVED TITLE.

The pupils should learn to love our Blessed Lady as their heavenly Mother. They should say some little prayers daily in her honor, and they should wear either the cloth scapular or the scapular medal. The method of reciting the Rosary should be known.

In this connection the teacher is advised to explain to the class the meaning and value of the Family Rosary. Urge the children to explain the Family Rosary to their parents and to try to influence their father or mother to introduce the practice into their home.

##### 3. THE ANGELS

Each child should be taught to know and to love his or her guardian angel. Most children take to this devotion very easily. St. Michael is another well-loved angel friend.

##### 4. THE SAINTS

Each child should be encouraged to have a special devotion to his or her patron saint. The teacher can readily suggest other saints for special devotion; e.g., St. Patrick, St. Francis of Assisi, St. Aloysius, and, of course St. Joseph. Each locality and each nationality have their own favorites in this regard.

#### *Point IV. The Mass.*

The obligation to assist at Mass on Sundays and holydays of obligation binds under pain of mortal sin. Carelessness with regard to this law opens the door to many evils. There may be a child who is habitually absent from Sunday Mass. Such a case should be placed in the hands of the pastor.

If the pastor has made a rule that all children assist at Mass on all school days, we should enforce the ruling; but we should do it kindly. We should stress the value of the Holy Sacrifice, the fact that Our Lord

## GENERAL PROCEDURE

is offering for us the same sacrifice as that of the cross, and the manifold blessings which flow from offering the Holy Sacrifice with the priest every day. This plan is far more effective than stressing the "thou shalt" side of the matter. It is a fact, and a sad one, that some adults seem almost to dislike the Holy Sacrifice. They say, "I had to go every day as a child, rain or shine; I won't go at all now." Behind those words we sense that force was used unwisely; and, quite possibly, that force was accompanied by pietistic nagging.

If the pastor leaves the children free with regard to week-day Mass, we should follow his leading. We should help the children to learn about the Holy Sacrifice in such a way as to revere it. Then they will wish to go every day if they can. Anything and everything which arouses real devotion to Our Lord tends to arouse devotion to the Mass. If this freedom is wisely handled, it is solidly good, even though it may seem less effective. Going to Mass because one really wants to go begets a habit.

### *Point V. The Sacraments of Penance and Holy Eucharist.*

#### 1. PENANCE

Weekly confession is good because it helps boys and girls to live up to their religion as nothing else can, save the daily, reverent, and intelligent assistance at Mass during which Holy Communion is fervently received. In some parishes, however, weekly confession for all the school children may not be practical; then the pastor makes a ruling which should be followed. It is our duty as teachers to uphold the pastor's ruling wisely and loyally. The responsibility for the administration of the sacraments in the parish is the pastor's.

We should concentrate on helping our pupils to realize the value of frequent and fervent confession. In doing this, we should use the means at hand: careful and accurate instruction, encouragement, and good example. Small children are not likely to commit mortal sin. Their great enemy is deliberate venial sin, especially if that venial sin has become habitual. We should help our pupils make use of the sacrament in such a way as to cleanse their souls from sin and to advance in virtue. Let us stress Penance as a means of grace and, therefore, an aid to growth in holiness.

Sometimes we stress too much the one fact that sins are forgiven in the sacrament of Penance. We need to emphasize that through this sacrament God restores or increases sanctifying grace. Also peace of soul flows out of a good confession. Reconciliation with God and with our neighbor brings joy inside the soul and outside it also. Our

## GENERAL PROCEDURE

sins harm us, but Penance heals and renews. If our mind is puzzled or our conscience troubled, the priest instructs us; and his teaching adds greatly to the many good things gained in the sacrament, because his knowledge of our soul makes his words fit our case as other people's words rarely can. Then, too, God bestows grace on the priest to help those who seek aid in the sacrament of Penance. God knows our needs.

#### 2. THE HOLY EUCHARIST.

We should encourage daily Communion where we can. The habit of frequent Communion ties in so closely with the habit of daily Mass that the two should be considered together.

The habit of frequent communion is not so hard to attain as fervent Communion. One notices the careless, lackadaisical way in which some children go up to the altar and return. One fears that they make no thanksgiving because they seem so restless and distracted. It may be necessary to correct such a fault; certainly we should not let it pass. The best way is to go to the root of the matter, find the cause, and apply a suitable remedy which is positive rather than negative.

Penance and the Holy Eucharist, frequently and fervently received, form, so to speak, a sanctifying spiral: the more fervent the confession, the more fervent the Communion which follows it; and the more fervent the Communion, the more fervent the next confession. The more frequent these fervent receptions of the sacraments, the more swiftly the spiral climbs.

We must try our best to help our boys and girls to live up to the Five Point Program; and then we leave the rest to God.

## GENERAL PROCEDURE

### II. PROXIMATE PREPARATION OF THE TEACHER

#### 1. General Points to Keep in Mind

- a) Read the matter in the textbook carefully.
- b) Consult the Manual for additional aid.
- c) Pray earnestly to God the Holy Ghost for light to know the sacred truths thoroughly and for wisdom to present them to the children in such a way as to do each one the most good.
- d) Pray earnestly for grace to live your religion, to "live in the faith of the Son of God," every minute of the day, knowing that your example is a far more potent influence than any words which you may say.
- e) Trust God and teach as well as you can.
- f) Let nothing trouble or discourage you. Teachers may sow the heavenly seed in rough and stony ground. Often they think that they have failed. They, themselves, seldom reap the harvest. Some glad day Our Lord will let them know how good a thing it was to have labored in His vineyard.

#### 2. General Method of Presenting Textbook Material

- a) Know the story in the text and *tell* it.
- b) Teach any word that may puzzle the child.
- c) Discuss each illustration as it occurs in the textbook.
- d) Read the text in class.
- e) Question in order to be sure the text is understood.
- f) Memorize the Catechism.
- g) Have each child keep a project book.
- h) Keep clearly in mind the fact that this is a lesson in Christian Doctrine - not a mere reading lesson. The main objective is comprehension. While it is desirable that every pupil should read the entire text, it is not essential, especially in the case of a child who has serious difficulty in reading other texts of his age-level. Such boys and girls frequently understand what they hear read and discussed in class; comprehension is the main point.

In an average class there will be good, medium, and poor pupils. Each of these groups must be provided for in the teaching plan. Let the good ones carry the weight of the extra activities; the medium group work up the "enrichment" material; and all master the minimum

## GENERAL PROCEDURE

requirements which will be outlined in each lesson. Provide plenty of spaced review in the various forms given in the textbook to help especially the slow learner. Call on the slower ones to re-read in answer to thought-provoking questions or to tell in their own words the substance of what has been read. When necessary, let the slower group re-read and discuss the subject matter at the supplementary reading period.

- i) Question in order to see if the boys and girls really understand the matter read. In the day-by-day discussion of the individual text lessons, the Salient Points will be noted; but the teacher should formulate her own questions for this study of the meaning of the text.

The art of questioning is a great asset to every teacher. It is not an art but rather a skill which is acquired by thought and practice. The following hints may prove helpful:

#### 1. CHARACTERISTICS OF A GOOD QUESTION

- (a) It must have a definite purpose. One has a salient point in mind and questions to get that point drawn by the pupil from the subject matter or from the application of the subject matter to life.
- (b) Its form should help achieve that purpose.

*Examples:*

Good: (Supposition is that the pupils have read the story)  
Who will tell us the story of the Roman Officer? Jerry.  
(After he finishes)

What did the officer say to Our Lord?

Why do you think he said that?

Did you ever hear those words before? When? Where?

Bad: Do you ever say those words? When? Why?

Bad: What did the noble Roman Officer say when he saw Our Lord coming to the officer's house to cure his servant who was paralyzed?

- (c) A good question presents a challenge.

Good: Did you ever see the Roman Officer's words in any other book? Where? Show them to us?

Bad: We can find the words the Roman Officer said in the Missal. Can't we?

## GENERAL PROCEDURE

(d) A good question should arouse interest.

Good: Billy, was your father an officer? When? How many men did he command? Were Roman officers like American officers? Was this Roman officer called a captain? What was he called? Why? (Suggest looking up Centurion in the dictionary.)

Bad: Who can define the term "Roman Officer"?

(e) A good question is prepared with the child in mind as well as the subject matter. It is suited to his age-level, ability, and experience.

Good: What did the Centurion say to Our Lord? Why?

What did the Roman Officer say to Jesus? Why?

What did the man say to Jesus? Why did he say that?

Bad: What in your opinion is the salient reason for this celebrated remark of the Roman Centurion of Capharnaum?

(f) A good question is clear.

(g) It is worded in accord with the child's vocabulary.

(h) It contains one main idea.

(i) It can have only one meaning.

(j) It conforms with the rules of good English.

(k) Except for the questions and answers in a formal manual, such as the Baltimore Catechism, a good question avoids the exact words of the textbook and encourages the pupil to use the words of his own vocabulary in giving his answers.

## 2. CHARACTERISTICS OF A GOOD ASSIGNMENT

(a) A good assignment is the logical outgrowth of the class exercise; frequently it contains a question and answer from the Baltimore Catechism. The assignment should tend to fix the explanation in mind. The statement from the Catechism should be memorized: exactly if it is important, such as a definition; in clear English and correct thought content, but not necessarily in the exact words of the Catechism, if it is less important.

Example:

Such definitions as that of a sacrament, the seven sacraments, grace, etc., should be learned in the exact words of the Baltimore Catechism. Other statements, such as, "The good angels help us ..." may be said in the pupil's own words provided the facts are correct.

## GENERAL PROCEDURE

(b) An assignment should be strongly motivated.

The proper motivation for all studies in Christian Doctrine is a sincere desire to know God, His attributes, and His laws in order that "knowing God ever more and more perfectly, we may love Him ever more and more ardently, and may serve Him ever more and more perfectly." Any other motive is off center. Such motivation is sometimes the cause of the bitter disappointment certain children give in later years. Have we ever heard a teacher say, "I cannot understand it. He won so many prizes in Christian Doctrine. Now he is married out of the Church and never goes to Mass"?

It may be necessary under certain circumstances to resort to some lower type of motivation, but we should look on the procedure as a temporary expedient. We should use the lower type to obtain surface results while we strive earnestly and prayerfully to awaken a true desire to know God. Then we should stress the higher motive kindly.

(c) An assignment should have a definite purpose or objective, and the pupils should realize the value of that purpose or objective.

(d) The assignment should be definite.

(e) It should be clear.

(f) It should be within the capacity of the pupil. Hence the need for differentiated assignments to meet the individual needs. The boy who "won't" do his assignment frequently cannot do it and uses the "won't" as a shield. If we can assign him something with which he can succeed, and even help him to succeed, usually that "won't" attitude will trouble us no more. Also, we must note the effort to get the assignment, even more than the result of that effort.

(g) The assignment should be educative.

(h) It should give definite suggestions for the study procedure. Otherwise time may be wasted on trial-and-error procedures.

(i) It should be adjusted to time, ability, opportunities, and experience of the class as a whole, but with a sharp eye on individual differences.

(j) It should provide for the minimum essential with provisions for enrichment and activity - the minimum essential being the memorization of the important questions and answers of the Baltimore Catechism.

## 3. THE ACTIVITY PROGRAM

The activity program to the study of religion is the living of that religion. We must keep this fact clearly in mind.

## GENERAL PROCEDURE

Suggested activities are given at the end of each unit in the textbook. These are pedagogical devices designed to promote learning. No teacher is expected to choose all of them.

### 4. EXERCISES AND TESTS

Exercises and tests at the end of each unit serve to review and clinch the matter taught within the unit. A key to the tests has been included in this manual.

### 5. SYLLABUS

The syllabus for "Living My Religion" series has been added as a supplement to help the teachers in the assignment of their work.

# TEACHER'S MANUAL

FOR

LIVING MY RELIGION SERIES

Book 7: *Living For Triumph*





## SYLLABUS FOR GRADE 7

### September

*Doctrine:* I Believe in God

*Review Q. & A.* 1, 2, 3, 4, 5, 6, 7, 18, 20, 13, 15, 16

*New Q. & A.* 8, 22, 9, 10, 14, 19, 23, 11, 12, 17, 21

*Bible History:*

Old Testament—The fiery Furnace

*Saint:* St. Paul

*Prayer:* The Apostles' Creed—(Written)

*Practice:* Intelligent use of the Missal

### October

*Doctrine:* Unity and Trinity of God—God and Creation

*Review Q. & A.* 24, 25, 39, 40, 42, 44, 51, 52, 53, 54, 55, 56, 48

*New Q. & A.* 29, 33, 34, 26, 27, 28, 29, 30, 32, 37, 41, 43, 45, 46, 47, 38, 49, 50, 35, 36

*Bible History:*

Old Testament—Daniel, Tobias, Holy Angels

New Testament—The Mission of the Apostles

*Saint:* St. John the Baptist

*Prayer:* Prayer to the Guardian Angel

*Practice:* Devotion to Our Lady of Fatima

### November

*Doctrine:* Actual Sin—The Incarnation

*Review Q. & A.* 55, 56, 57, 58, 59, 60, 63, 64, 65, 66, 67, 68, 69, 73, 70, 71, 72, 82, 83, 79, 89, 77, 78, 129

*New Q. & A.* 74, 75, 76, 85, 86, 87, 88, 80, 81, 189

*Bible History:*

Old Testament—War with the Philistines

New Testament—Our Lord's Mercy - His Triumph over Death

*Saint:* St. Catherine Laboure

*Prayer:* Morning Offering

*Practice:* Wear a Miraculous Medal

## SYLLABUS

## GRADE 7

### December

*Doctrine:* Redemption

*Review Q. & A.* 90, 91, 93, 94,

*New Q. & A.* 360, 361, 363, 364, 365, 359

*Bible History:*

Old Testament—Malachias

New Testament—Holy Thursday; The First Mass

*Saint:* Our Blessed Mother

*Prayer:* The Divine Praises

*Practice:* Share what you have with others who have less

### January

*Doctrine:* Complete review of the work in the first semester

*Bible History:* Study of at least 5 Miracles of Our Lord and 3 Prophecies

*Saint:* Your patron saint

*Prayer:* The Angelus

*Practice:* Study the life of your patron saint and try to imitate him in the practice of Christian virtue

### February

*Doctrine:* Resurrection and Ascension

*Review Q. & A.* 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186

*New Q. & A.* 95, 96, 97, 98, 99, 100, 101, 102, 103, 104

*Bible History:*

Old Testament—Ezekiel and Job

New Testament—The Resurrection of Our Lord

*Saint:* St. Bernadette of Lourdes

*Prayer:* Acts of Faith, Hope and Love

*Practice:* Pray fellow of Christ's Mystical Body

### March

*Doctrine:* The Holy Spirit and Grace—The Virtues, and the Gifts of the Holy Ghost

*Review Q. & A.* 105 to 113, 379-119 to 128, 130 to 134, 116, 117, 145, 149, 150, 151, 315, 330, 179, 382, 485

*New Q. & A.* 103, 114, 115, 118, 483, 184, 135

*Bible History:*

Acts of the Apostles

## BOOK 7

## SYLLABUS

The Passion of Our Lord

*Saint:* St. Stephen

*Prayer:* St. Thomas Aquinas' Prayer in honor of the Blessed Sacrament

*Practice:* Great devotion to the Holy Spirit

### April

*Doctrine:* The Church

*Review Q. & A.* 136 to 151-152 to 160, 166, 167, 168, 298 to 302, 315, 317, 320, 475, 476, 478, 166, 167, 168, 170 to 175

*New Q. & A.* 477, 479, 480, 169, 191, 192, 297, 161 to 165, 169, 457, 303

*Bible History:*

Christ's Fasting and Temptation, Resurrection, Commission to His Apostles

*Saint:* St. Francis of Assisi

*Prayer:* Regina Coeli

*Practice:* Proper observance of Eastertide

### May

*Doctrine:* Means of Grace

*Review Q. & A.* 109, 117, 315, 330, 343, 379, 475, 478, 485, 488, 490, 479, 187, 304, 306, 307

*New Q. & A.* 309, 360, 443, 451, 457, 477, 357, 361, 478, 480 to 499, 362 to 365, 305, 309

*Bible History:* What the Old Testament is about

*Saint:* St. Bernardine of Siena

*Prayer:* The Our Father

*Practice:* Resolve to hold firmly to all which the Creed contains

### June

*Doctrine:* Review all the Questions and Answers for the year

*Bible History:*

The Books of the Old Testament

History—Wisdom—Prophets

*Saint:* St. Daniel

*Prayer:* Hail Holy Queen

*Practice:* Devotion to the Sacred Heart of Jesus; a devotion of love and reparation

## SYLLABUS

## BOOK 7

### SPECIAL PROCEDURES

#### Theme

I live in the faith of the Son of God, who loved me and gave Himself up for me (Gal. 2, 20).

#### Aim of the Living My Religion Series

To help each child to live his religion.

#### Aims of Book 7

To help each child to a greater appreciation of what the Faith means to him.

To help each child to grow daily in sanctifying grace by means of prayer, the sacraments, and the proper use of actual grace.

For an overview of these aims, see "Realization of the Aim," pages 1 to 2.

#### Subject Matter for Grade Seven

For the basic doctrinal matter, see the questions and answers of the New Revised Baltimore Catechism, No.1, as found on pages 272 and 306 of the textbook, *Living for Triumph*.

This basic doctrinal matter was chosen to carry out the aims, and it was arranged according to the Unit Outlines shown on pages 311 and 312 of the textbook.

#### Method for Grade Seven

The detailed presentation of the units and their sub-units will be treated under the following headings:

- I. Doctrine
- II. Preparation
  1. Tell the story
  2. Word Study
  3. Study of the picture or illustration
- III. Presentation
  1. Reading of the Text
  2. Salient Points
  3. Drill Work for Memorizing

- IV. Activity
- V. Bible History
- VI. Suggestions
- VII. Key for Tests

Before preparing daily plans, read carefully "Proximate Preparation of the Teacher," pages 6 to 10, especially the following:

1. General Points to Keep in Mind, page 6.
2. General Method of Presenting Textbook Material, especially paragraph (e), beginning "Question in order ...", because it explains the handling of the Salient Points, page 6.
3. Characteristics of a Good Question, page 7.
4. Characteristics of a Good Assignment, page 8.

## DETAILED METHOD FOR GRADE SEVEN

### UNIT I. I BELIEVE IN GOD

#### 1. Doctrine

God -

- Know, love, serve
- Who made us?
- Why He made us
- Chief truths taught in the Catholic Church
- Apostles' Creed

#### 2. Preparation

Our holy religion teaches us that God made us and that He made all things. You may ask "Why?" and again our faith tells us that God, the Supreme Being, made us to show forth goodness and to share with us His everlasting happiness in heaven.

God, the Supreme Being, is supreme in all His perfections. He shares with us His everlasting happiness in heaven. Sometimes it is difficult to share with our playmates. But, as we grow older we realize that the happiest people are those who share, give to and help others. Man will even give his life for his friend. This giving, sharing, and helping makes man happy. But God did not create man to make Himself happy—no, nothing could add to His happiness.

The only reason for our life on earth is to share the happiness of God, to be happy with Him in heaven; but we on our part must know, love and serve God.

#### PICTURE STUDY

Many years before Our Blessed Lord came to live on this earth, man had fallen into idolatry and sin. God chose Moses to be the leader and deliverer of Israel. In the Holy Bible we read the account of Moses, and the first picture in our book is "Moses and the burning bush." Let us look at this picture while I read to you from The "Old Testament" just what happened (Read Exodus 1,2,3.)

#### 3. Presentation

Read the story in the text. Since this is the first lesson of the term, it is better that the teacher read and the pupils follow. The hymn of Daniel on page 4 could be taught advantageously through choral work. Read "The Altar to the Unknown God." Page 6 should be taken slowly and the picture on page 7 studied with the reading. "Seeking and Groping for God," page 8, "Finding God," page 10, and "Knowing God," page 11, should be read by the pupils individually. "A Triumph Lesson," page 13, should be read silently. Questions will determine how much of the content has been grasped by the child.

#### SALIENT POINTS:

- The Catholic Church teaches us to know, love and serve God.
- We can know by our natural reason that there is a God.
- God's loving care is called Divine Providence.

#### DOCTRINE TO BE MEMORIZED

Questions 1, 3, 4, 5, 6, 7, 18, 20, 13, 15, 16 have been taught in lower grades, a review may be sufficient. Question 2 has been enlarged.

Questions 8, 22, 9, 10, 14, 19, 23, 11, 12, 17, 21 are new questions and should be well explained and drilled.

#### PRAYER

Memorize and write from memory "The Apostles' Creed".

#### 4. Scripture Study

Old Testament:

- Daniel 3:1-6, 8-24, 46-50, 91-100—The Fiery Furnace.
- 1:6-7—Six Names for Three Boys.
- 3:25-45—The Prayer of Azarias.
- 3:51-90—The Hymn of Praise.

New Testament:

- Acts 17:16-34—St. Paul in Athens.