

THE CONDUCT OF SCHOOLS

An adaptation by Richard Arnandez and William Mann of De La Fontainerie's 1935 translation of the 1720 Edition of The Conduct of the Christian Schools.



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Source: The Brothers of the Christian Schools
<http://www.lasalle2.org/English/Resources/Publications/writings.php>

My very dear Brothers.

The ardent zeal which you have hitherto manifested in the exercise of the ministry with which God has honored you impels me to exhort you to continue to perfect yourselves in an occupation so holy and useful to the Church as yours. There is nothing greater, my dear Brothers, than to dedicate yourself to giving to children a Christian education and to inspiring them with the fear and love of God. It is for this purpose that you have consecrated yourselves to His service--a blessed consecration which will make you great in the Kingdom of Heaven, according to the promise of Our Lord Jesus Christ.

This is what our venerable Founder never ceased to bring to your attention during his lifetime. Ah! what did he not do to this end? With what care and solicitude did he not seek to provide you with the means of fulfilling your duties with as much prudence as charity? You can bear witness, and God knows it, with what attention and what charity he sought, together with the principal and most experienced Brothers of the Institute, suitable means of maintaining among you a holy uniformity in your manner of educating youth. He drew up in writing all that he believed to be expedient for this purpose, and he prepared this *Conducting the Christian Schools*. He exhorted you to read it again and again, in order to learn from it what would be most useful to you. Your conformity with his desire and the care which you still take to put into practice what he taught you show clearly enough your zeal and your veneration of so worthy a father.

This guide, my very dear Brothers, was soon introduced into all of the houses of the Institute; and everyone gloried in conforming to it. However, as there were several things in it that could not be put into practice, the Brothers of the Assembly which was held for the purpose of electing the first Brother Superior represented to M. De La Salle that it would be expedient to make some corrections. He approved their proposition, and thus it was put into better order than before.

You indicated clearly, my very dear Brothers, by the eagerness with which you requested that this corrected work should be sent to all of your Communities, the extent of your approval of what the Brothers of this Assembly had done, and repeated demands which you still make for copies of this work prove sufficiently your desire for uniformity of method. Lack of leisure has always prevented the preparation of a sufficient number of copies to satisfy your just desires. Furthermore, because of the lack of accuracy on the part of copyists, there are numerous errors which often change the sense.

At length, some of the most zealous Brothers, sympathizing with the difficulty which you experience in being thus deprived of something so necessary, have entreated our very honored Brother Superior to allow the work to be printed. He has consented, all the more willingly because he himself has desired for a long time to afford you this satisfaction. He has read the again with great attention and has had it carefully examined in order to eliminate all that might be useless.

Accept, then, my very dear Brothers, the offer which I make to you of a book to which you are already entitled. Seek therein the prudence and wisdom that are so necessary if you are to establish the reign of God in the souls which are confided to you. Be sure that, if you persevere in so holy a work, you will save yourselves and you will save many others as well. Amen.

(Brother Timothy, 1720)

PREFACE

It has been necessary to prepare this guide for Christian Schools so that all may be done uniformly in all the schools and in all the places where there are Brothers of this Institute and that the practices there will always be the same. People are so subject to laxity, and even to change, that they must have written rules to keep them within the limits of their duties and to prevent them from introducing something new or destroying what has been wisely established. This guide has been prepared and put in order (by the late M. De La Salle) only after a great number of conferences between him and the oldest Brother of the Institute and those next capable of running a school well, and after several years of experience. Nothing has been added that has not been thoroughly deliberated and well tested, nothing of which the advantages and disadvantages have not been weighed and, as far as possible, of which the good or bad consequences have not been foreseen. The Brothers will, therefore, take great care to observe faithfully all that is therein prescribed, being persuaded that there will be order in the schools only to the extent that they are careful to omit nothing; and they will receive this guide as though it were given them by God through the instrumentality of their Superiors and the first Brothers of the Institute.

This book is divided into three parts. The first part treats of all the practices and everything else that is done in school from the opening until the closing hour. The second section sets forth the necessary and useful means of which the teachers should avail themselves in order to bring about and maintain order in the schools. The third part treats first, of the duties of the Inspector of Schools; second, of the care and diligence to be observed by the person training new teachers; third, of the qualities which the teachers should have or should acquire and of the conduct which they should maintain in order to acquit themselves well of their duties in the schools; and, fourth, of those things to be observed by the students. The third part will be only for the use of the Directors and those who are charged with the training of new teachers.¹

The Directors of the houses of the Institute and the Inspectors of Schools will apply themselves to learning well and knowing perfectly all that is contained in this book and will proceed in such a way that teachers observe exactly all the practices that are prescribed for them, even the least in order to procure by this means great order in the schools, a well-regulated and uniform conduct on the part of the teachers who will be in charge of them, and a very considerable benefit for the children who will be taught there. The teachers who will be working in the schools will read and often reread what in it is suitable for them, so that they will be ignorant of nothing contained in it and will become faithful to it in their practices.

¹This third part is not contained in the 1720 edition from which this translation was made. However, it does appear partially in the 1706 manuscript and in the Avignon Manuscript.

CHAPTER I

Concerning Entering School and Beginning School

ARTICLE I

Entrance of Students

The doors of the schools will be opened at all times at 7:30 in the morning and at 1:00 in the afternoon. In the morning as well as in the afternoon, the students will always have half an hour in which to assemble.

Care will be taken that they do not assemble in a crowd in the street before the door is opened and that they do not make noises by shouting or singing.

They will not be permitted to amuse themselves by playing and running in the vicinity of the school during this time nor to disturb the neighbors in any manner whatsoever. Care will be taken that they walk with decorum into the street in which the school is situated and that while waiting for the door to be opened they stop there in such good order that those who pass will be edified. The head teacher or the inspector of schools will assign one of the more reliable students to observe those who make noise while assembling. This student will merely observe without commenting at the time and will afterward tell the teacher what has happened without the others' being aware of it.

When the door is opened, care will be taken that the students do not rush forward and enter in a crowd but that they enter in an orderly fashion one after the other).

Teachers will be attentive and take care that all the students walk so quietly and so calmly while entering the school that their steps will not be heard, that they remove their hats before taking holy water, that they make the sign of the cross, and that they go at once directly to their classroom.

They will be inspired to enter the classroom with profound respect, out of consideration for the presence of God. When they have reached the center of the room, they will make a low bow before the crucifix and will bow to the teacher if one is present. Then they will kneel to adore God and to say a short prayer to the Blessed Virgin. After this, they will arise, again bow before the crucifix in the same manner, bow to the teacher, and go quietly and silently to their regular places.

While students are assembling and entering the classroom, they will all maintain such complete silence that not the least noise will be heard not even of the feet. In this manner, it will not be possible to distinguish those who are entering from those who are studying.

Having reached their places, they will remain quietly seated without leaving for any reason whatsoever until the teacher enters.

Teachers will take care to give warning that those who have talked or made any noise in the classroom during their absence will be punished and that they will not forgive offenses against silence and good order committed during this time.

From the time of entering the school until the arrival of the teachers, those who know how to read will study the Catechism, and will do this so quietly that they cannot be heard by the others and that not the least sound is heard in the classroom.

During this time, a student in the first class will be charged by the teacher to point out on the two charts of the alphabet and of the syllables first one letter or syllable and then another, in different sequences. In this manner, the students who are learning them may thus study their lessons. Those who are studying all the lessons of each chart will recite in turn in the order in which they are seated. All the others will pay attention to the letter or syllable being pointed out on the chart. While the one who is reciting speaks out loudly, the others will speak quietly, so that they can be heard only by the two on either side. Students chosen to point out the contents of the charts will do so without correcting and without saying a single word. A teacher will take care above all to be faithful in this.

Teachers will take great care that all the students are in the classroom before their own arrival and that none come late except rarely for good reasons and through necessity. They will be very exact in requiring that this point be observed, and the Inspector of Schools will pay special attention to it. The Inspector will even warn the parents when receiving students that the children must come every day at the exact hour and that they will be accepted only on this condition.

ARTICLE II

Concerning the Entrance of Teachers into School and the Beginning of School

Teachers will go to their classrooms as soon as the Rosary has been said in the morning, and likewise in the afternoon immediately after the litany of Saint Joseph without stopping anywhere.

They will walk with great decorum and in silence not hastily, but moderately, keeping their eyes and their entire demeanor in great reserve.

On entering the school, they will take off their hats. Taking holy water with deep respect, having reached their own classroom, they will bow before the crucifix, kneel, and make the sign of the cross. After a short prayer and again bowing before the crucifix, they will go to their places.

When the teachers enter the school, all the students each class will rise and remain standing as their teacher enters. Those before whom the teacher passes will bow as the teacher kneels to say the prayer, and will sit down until the teacher is seated.

If the Director or anyone else visits the school, students will act in the same manner but only the first time the visitors enter. In case the visitors remain and go from one class to another, the students will remain with their hats off until the teacher gives them a sign to be seated and to put on their hats.

From the time the teachers take their seats until school begins, they will apply themselves to reading the New Testament and will remain silent in order to give an example to the students. They will observe, however, all that takes place in the school in order to maintain good order.

School will always begin punctually at 8:00 in the morning and at 1:30 in the afternoon. At the last stroke of 8:00 and the last stroke of 1:30, a student will ring the school bell. At the first sound of the bell, all the students will kneel in a very modest posture and manner, with their arms crossed and their eyes lowered.

As soon as the bell has ceased ringing, the prayer leader will begin the prayers in a loud voice distinctly and calmly. After making the sign of the cross, and all the students have also made it, the prayer leader will begin the *Veni Sancte Spiritus*. The other students will recite the prayer with the leaders, but in a lower tone. They will, in the same manner, say with the leader the other prayers prescribed in *Le Livre des Prières des Ecoles chrétiennes* (CL 18). In the morning, the prayer leader will say the blessing before the meal in Latin, *Benedicite*. After breakfast, the leader will say the Act of Thanksgiving, *Agimus tibi Gratias*, etc. In the afternoon, the prayers will be said in French, as is indicated in *Le Livre des Prières des Ecoles chrétiennes* (CL 18).

When the prayers are finished, the teachers will signal a hand clap. The students will rise and eat breakfast in silence.

CHAPTER II

Breakfast and Lunch

ARTICLE I

Things to Which Teachers Must Attend During Breakfast and Lunch

Teachers should take care that the students bring their breakfast and lunch with them every day. A little basket will be set in an appointed place in the classroom, into which the children when they are so piously inclined to do so but without obligation may put what bread they have left over, to be distributed among those of them who are poor. Teachers will see that they do not give away any of their bread unless they have enough left for themselves. Those who have bread to give will raise their hands, showing at the same time the piece of bread which they have to give, and a student who has been appointed to receive these alms will collect them. At the end of the meal, the teacher will distribute the bread to the poorest and will exhort them to pray to God for their benefactors.

Teachers will also take care that students do not throw either nuts or shells on the floor, but will have them put them into their pockets or into their bags.

Students must be made to understand that it is desirable that they eat in school in order to teach them to eat with propriety, with decorum, and in a polite manner, and to invoke God before and after eating.

Teachers will see that the students do not play during breakfast and lunch but that they be very attentive to what is being done in school during this time. In order to discover whether they are exact in this, teachers will from time to time make one of them repeat what has been said, with the exception of those who are occupied in writing.

Students will not be permitted either to give anything whatsoever one to another not even any part of their breakfast or to exchange it.

Teachers will see to it that the students finish breakfast by 8:30, as far as possible.

ARTICLE II

What Is Done During Breakfast and Lunch

On the first two days of the week upon which school is held all day, the students who read but do not spell will recite the morning prayers during breakfast and the evening prayers during lunch. For those who are in the writing classes, on Mondays and Tuesdays one student will occupy an appointed place and who will say in an audible tone all the prayers: during breakfast, the morning prayers; in the afternoon, the evening ones, the Commandments of God and of the Church, and the *Confiteor*. Students will recite in turn, one after the other. They must learn these prayers by heart and will recite them during breakfast and lunch on these two days. The Inspector will reprove them when they fail. On the last two days of the week upon which school is held throughout the whole

day, they will recite during breakfast and lunch what they have learned in the *Diocesan Catechism* during the week. The teacher will see that they recite everything on these two days without a single exception. What they are to learn in each class during the week will be indicated by the Director or the Head Teacher.

On Wednesdays when there is a whole holiday on Thursday or on those days when there is a half holiday because of a holy day of obligation during the week, those who read Latin will recite the responses of Holy Mass during breakfast. This will likewise be done during the first half hour of the Catechism in the afternoon.

If there are in the class in which the responses of Holy Mass are recited any students who already know them or are capable of learning them even though they are not yet able to read Latin, the teacher will take care that they know them well and will make them recite them also.

The students who recite all the above-mentioned items should have learned them by heart at home or during the time that they are assembly for school. They do not recite them in order to learn, but only to show that they do know them; and, as for the prayers and responses of Holy Mass, to learn how to say them properly. Those who do not know them, although they have already been a long time in the writing class, will also be made to learn them and to recite them.

All students who recite the prayers and responses of Holy Mass will recite them in turn, one after the other, in a group from the other prayers.

In the lower classes, the prayers will be recited in the following manner. One of two students will announce the titles of the prayers, and the other will recite the Acts or the Articles all in order and in succession from the beginning of the prayers to the end. All students will take turns in doing each of these things in turn.

The student who announces the titles of the prayers and the questions of the Catechism will correct the other in case a mistake is made in anything. In case the first one does not do this, the teacher will give the signal for a correction. If the student does not know what has been said incorrectly, the teacher whose duty at the time is to attend both to those who are reciting and to the order of the whole class will signal another student to make the correction in the same manner as in the lessons.

In the writing class while the teacher is occupied with writing, a student who has been appointed Inspector will do what the teacher should do but not only for this recitation. Teachers shall in no way exempt themselves from watching over the general order of the class during this time.

The responses of Holy Mass will be recited in the following manner. Throughout the whole recitation, one student will do what the priest does and will say what the priest says as is indicated in the liturgy. Another student, who will be at his side, will reply as the server should reply and do what the server should do.

The server will do accurately all that is indicated in *Le Livre des Prières des Ecoles chrétiennes*. Those who are reciting the prayers and responses of Holy Mass will maintain

throughout this time a very decorous and pious attitude. They should hold their hands and their exterior demeanor in the greatest control. They should be obliged to recite these prayers and responses with the same decorum, with the same respect, with the same demeanor, and in the same manner that would be expected if they were serving Holy Mass or saying their prayers at home.

Teachers will take care that those who are reciting the prayers and the responses of Holy Mass or the Catechism speak during this time very distinctly and in a moderately loud tone in order that all may hear them. Nevertheless, they should speak low enough so that the other students must keep silent, listen, and be attentive to those who are reciting.

During this time, the teacher will observe very carefully everything that happens in their class, and make sure that all are attentive. From time to time, the teacher will stop those who are reciting in order to question those who appear to be not sufficiently attentive. If the latter are unable to answer, the teacher will impose some penance upon them or will punish them as may be judged necessary.

During this recitation, the teacher will carry either *Le Livre des Prières* or the *Catechism*; and the teacher will take care that the students repeat very exactly and very well.

On the first two days of the week and on the two days upon which the Catechism is to be recited, those who are learning their letters from the alphabet chart will learn and repeat only the *Pater Noster*, the *Ave Maria*, the *Credo*, and the *Confiteor* in Latin and in French as they are in *Le Livre des Prières des École chrétiennes*.

Those who are studying the chart of syllables will learn and repeat the Acts of the Presence of God, of Invocation of the Holy Spirit, of Adoration, and of Thanksgiving which come in sequence at the beginning of the morning prayers as well as of the evening prayers.

Those who are spelling from the syllable chart will learn and repeat in turn, in the following order: the Acts of Offering and of Petition, which are in the morning prayers; the Act of Presenting Ourselves to God; the Confession of Sins; the Act of Contrition and the Act of Offering of Sleep, which are in the evening prayers; the prayer to the Guardian Angel; and those which follow in the morning as well as in the evening prayers.

If any who are studying the last two of these three lessons do not know any of the prayers that they should have learned in this lesson or in the preceding ones, the teacher will make them learn and practice these prayers which they do not know with those students who are studying the lesson in which such prayers should be learned for instance, with those who are studying the alphabet, if they do not know the *Pater Noster*, the *Ave Maria*, the *Credo*, and the *Confiteor*. When they know them well or supposing they know them well, they will learn with those who are studying the chart of syllables those Acts that should be memorized by the students who are studying this lesson.

Those who are spelling or reading in the second book will learn and recite all the prayers the morning prayers as well as the evening prayers. If the teacher notices that anyone who is reciting these prayers does not know them well, the teacher will oblige the student to learn them privately

from *Le Livre des Prières des Ecoles chrétiennes*. The teacher will fix a time for the student to recite them either entirely or in part as the teacher will see fit.

If there are in the same class any students who should recite the *Catechism*, they will do so on Saturday or only on the last school day of the week. If during breakfast and lunch on this day there is more time than is needed to have all of them recite it, the time that remains will be employed in having the prayers recited.

On the days of the week on which the others are reciting the responses of Holy Mass, those learning the *Catechism* will learn to say the rosary and also will repeat it, two together, in the following manner.

They will stand facing each other and will both make simultaneously the sign of the cross. After this, one will say the versicle *Dignare me laudare te Virgo Sacrata* and the other will say the response *Da mihi virtutem contra hostes tuos*.

Then, the first one will say while holding the cross *Credo in unum Deum, and so forth*. On the large bead which comes immediately after, the student will say the *Pater Noster*; and on each of the three little beads which follow this student will say an *Ave Maria*; at the end of which the student will say *Gloria Patri, and so forth* and *sicut erat in principio*. The student will continue in the same manner to say the decade that follows. When it is completed, the student will again say the *Gloria Patri*. When the first student has finished, the other student will repeat aloud and intelligibly all that the first student has just recited. They will recite thus in turn only this decade of the Rosary. The teacher will explain to them that in order to say the chaplet they must say six decades,¹ just as they have said this one.

After this decade they will say *Maria, Mater gratiae, Mater Misericordiae, tu nos ab hostes protege et in hora mortis suscipe*; and they will be taught that this is to be said at the end of the chaplet.

Those who do not know how to say the rosary will be taught to say it in this manner.

There will be only one group for all the students in these four lessons in memorizing the prayer. They will all repeat one after another what they are to learn, beginning with those who are learning the alphabet and ending with those who are spelling and reading in the second book.

¹To the five decades which constitute a third part of the rosary and form a chaplet, the Brothers of the Christian Schools add a sixth decade in honor of the Immaculate Conception, which is said for the special intention of the Order,

CHAPTER III

Studies

ARTICLE I

Lessons in General

The Course Of Studies

Section I

What Concerns All The Lessons

There will be nine different kinds of lessons in the Christian Schools. First, the alphabet chart. Second, the syllable chart. Third, the book of syllabication. Fourth, the second book for learning to spell and read by syllables. Fifth, the same second book, in which those who know how to spell perfectly will begin to read. Sixth, the third book which will be used to teach to read with pauses. Seventh, the Psalter. Eighth, *la Civilite chrétienne* (CL 19). Ninth, letters written by hand.

All students of all these lessons with the exception of those who are reading the alphabet and the syllables will be grouped in three levels: the first composed of the beginners, the second of the intermediate, and the third of the advanced and those who are perfect in the work of the lesson.

The beginners are not called thus because they are only beginning the lesson. A number of them might remain a long time in this level because they did not advance sufficiently to be placed in a higher one.

The beginners' level for each lesson will consist of those who still make many mistakes in reading. The intermediate level will consist of those who make few mistakes in this reading, that is to say, one or two mistakes at most each time. The section of the advanced and perfect will consist of those who ordinarily make no mistakes in reading their lessons.

There will, however, be only two levels of readers of *Les Regles de la la Civilite chrétienne* (CL 19). The first level will be composed of those who make mistakes in reading it and the second, of those who make almost none.

Each of these levels for the various lessons will have its assigned place in the classroom. In this manner, the students of one level will not be mixed with those of another level of the same lesson. For instance, the beginners will not be mixed with the intermediate. They may be easily distinguished from one another by means of their locations.

All the students of the same lesson will, however, follow the lessons together without distinction or difference as the teacher shall determine.

It is not possible in this *Conduct of Conducting Schools* to set the duration of the lessons of each class, because the number of students in each lesson is not always the same. For this reason, it

will be the duty of the Director or of the Inspector of Schools to prescribe the time allotted to each lesson in each class.

All students of each lesson will have the same book and will have their lessons together. The least advanced will always read first, beginning with the simplest lesson and ending with the most difficult one.

In the highest class in the afternoon, however, when there are some students who are not writing, those who write will read first. The others will read after the writers have read, even during the time for writing, and until half past three.

Section II

Where Teachers and Students Should Be During the Lesson and How They Should Act

Teachers should always be seated or should stand in front of their seats during all lessons, those on the alphabet and syllables as well as those in books or letters written by hand.

They should not leave their places except in cases of grave necessity. They will find that such necessity is very rare, if they are attentive.

They will be careful to maintain a very modest demeanor and to act with great seriousness. They will never allow themselves to descend to anything unbecoming or to act in a childish fashion, such as to laugh or to do anything that might excite the students.

The seriousness demanded of teachers does not consist in having a severe or austere aspect, in getting angry, or in saying harsh words. It consists of great reserve in their gestures, in their actions, and in their words.

Teachers will above all be cautious not to become too familiar with the students, not to speak to them in an easy manner, and not to allow the students to speak to them other than with great respect.

In order to acquit themselves well of their duty, teachers must be trained to do the following three things. First, they must watch over all the students in order to motivate them to do their duty, to keep them in order to maintain silence. Second, they must keep in hand during all the lessons the book which is actually being read, and must follow the reader exactly. Third, they must pay attention to the one who is reading and to the manner in which this student reads, so that they may give correction when a mistake is made.

The students should always be seated during the lessons, even while reading from the charts of the alphabet and the syllables. They should hold their bodies erect and keep their feet on the floor in good order. Those who are reading the alphabet and the syllables should have their arms crossed. Those who are reading in books should hold their books in both hands, resting them neither upon their knees nor upon the table. They should also look straight before them with their faces turned slightly in the direction of the teacher. The teacher must take care that the students do not turn their

heads so much that they may be able to speak with their companions and that they do not turn first to one side and then to the other.

While one of the students is reading, all the others in the same lesson will follow in their book which they should always have in hands.

The teacher will take great care to see that all read quietly what the reader is reading aloud. From time to time, the teacher will make some of them read a few words in passing, surprising them and finding out if they are following attentively. If they are not following, the teacher will impose upon them some penance or punishment. If the teacher notices that some of them do not like to follow, or more easily or more frequently neglect to do so, the teacher will be careful to make them read last, and even several different times, a little each time, so that the others may also have the time to read. All who are studying the same lesson will remove their hats at the beginning of the lesson, and they will not replace them until they have read.

If the teacher makes them read several times, at the second, the third, and following times they will take off their hats when they begin to read; and they will replace them as soon as they have finished.

Section III

How Teachers Should Prepare Students for Promotion

Teachers will not promote, from a lesson or from any level, any students in their class. They will merely present to the Director or the Inspector of Schools those whom they believe ready for promotion.

They will be particularly careful not to present for promotion any student who is not very capable. Students easily become discouraged when they have been recommended by the teacher and then are not promoted by the Director or the Inspector.

In order that there be no mistake in regard to the readiness of the students for promotion, the teachers will examine toward the end of each month and on a day fixed by the Director or the Inspector of Schools, those students in all lessons and in all levels who should be ready for promotion at the end of that month.

After this examination, the teachers will mark on their class lists by a pin mark next to the beginning of each name those whom they consider capable of being promoted. If there are any whose ability may seem doubtful or may not appear to be sufficient for promotion to a more advanced lesson or to a higher level of the same lesson, they will mark them in the same place by two pin marks, indicating that the Director examine them more carefully. For those in the writing class, the teacher will mark on the class lists, on the left, close to the name, those judged capable of being promoted in writing. Those whom the teacher judges capable of being promoted to a higher level in writing or in reading manuscripts will also be marked, on the right, close to the name. Those whom the teacher judges capable of being promoted in arithmetic will be marked farther away, close to the line on the left of the column in which are marked those who were tardy.

For promotions in the *Civilité chrétienne* or in reading documents, a pinprick will be placed after the surname of the student. For promotions in arithmetic, a mark will be placed farther away, before the column used to mark the late-comers. Doubtful cases will be indicated by two pinpricks.

The teachers will agree with the Director upon those whom it might corrupt to promote, and those whom it would not be opportune to promote at the time, either because they are too young or because it is necessary to leave some in each lesson or each level who know how to read well enough to stimulate the others and serve them as models, to train them to express themselves well, to pronounce distinctly the letters, syllables, and words, and to make the pauses well.

Teachers will take care, some time before the day upon which the promotions are to be made, to forewarn those students whom the Director or the Inspector has agreed not to promote, either for their own good, because they are too young, or for the good of the class and the lesson, in order that there be some who can support the others. They will do this in such a manner that these students will be content to remain in the lesson or in the level where they are.

They will persuade them by means of some reward, by assigning to them an office such as that of the first student in the bench, making them understand that it is better to be the first, or among the first, in a lower grade than the last in a more advanced one.

ARTICLE II

Section I

The Alphabet and the Syllable Charts: What They Should Contain and the Manner of Arranging the Students Who are Reading Them

Those students who have not yet learned anything will not use a reader until they begin to be able to spell syllables of two and of three letters well.

In the lowest class, for this reason, there will be two large charts attached to the wall, the tops of the charts being about six or seven feet above the floor. One of these charts will be composed of single letters both capitals and small letters, diphthongs, and letters joined together. The other chart will be composed of syllables of two and of three letters.

The benches of the students who are reading from the Alphabet Chart and the Syllable Chart should be neither too near nor too far away for the readers to be able to see and read the letters and syllables easily. For this reason, care must be taken that the front of the first bench should be at least four feet distant from the wall to which the charts are attached.

For the same reason, students who are studying these charts will be seated facing them. They will be seated this way. If, for instance, 24 students are learning the alphabet and 12 are learning to read syllables and each bench seats 12 students, they will be seated upon three benches placed one behind the other, upon each bench eight of those who are learning the alphabet and four of those who are learning to read syllables. They shall be placed so that they all face the charts. The

same proportions will be maintained in case the benches seat fewer or more students or a larger or smaller number are studying one or the other of these two charts.

Section II

Method of Reading the Alphabet

All students who are reading the alphabet will have for each lesson only one line of the small or of the capital letters. They will read the following line only when they know well the one that they have to learn. However, in order that they not forget the preceding lines that they have learned, they will follow attentively and repeat in a low voice the letters that are being pronounced by the student who is reading aloud. Each student of this class will read over alone and privately at least three times all the small and all the capital letters of the line assigned for this lesson. Each will read them once in the regular order and twice out of order, so that they will not be learned only by rote.

When a student does not know the name of a small letter the teacher will show the student the capital letter of the same name. If the student does not know either of them, some other student who knows it well will be asked to name it. Sometimes, the teacher may even call upon a student who is not in the same lesson. A student will never be allowed to call one letter by the name of another more than once for instance, to say b for q, and p for d, or other similar mistakes.

The student who finds it difficult to remember a letter, will be required to repeat it several times in succession, and will not proceed to the next line until this and all the other letters are known perfectly.

When all the lines of the alphabet chart have been learned, but before beginning syllables, students will continue to study the entire alphabet, until the end of the month. During all of this time, students will be called on to read all the letters at random in order to ascertain whether they are all known. Students will not advance in the lesson until they know all the letters perfectly.

It must be noted that it is of very great importance that students should study the alphabet until it is known perfectly. Otherwise, they will never be able to read well; and the teachers who will later be in charge of them will have great difficulty.

The students who are learning to read the alphabet will follow and pay attention to those who have the lesson on syllables; during all the time the latter are reading their lesson. Likewise, those who are reading the syllables will pay attention to the alphabet during the time of that lesson.

Throughout all the lessons on the alphabet and the syllables, the teacher will always indicate with the pointer the letters and syllables to be pronounced.

Care must be taken that the students when reading pronounce all the letters well, especially those that are at times difficult to pronounce well, such as the following: *b, c, d, e, f, g, h, m, n, o, p, r, t, x,* and *z*. Teachers should apply themselves particularly to the correction of bad accents that are peculiar to the locality such as making them say *be* for *b*, *ce* for *c*, *de* for *d*, and thus with other similar mistakes.

M and *n* should be pronounced like *eme* and *ene*, *x* like *icce*, and *y* like *i*. *Z* should be pronounced like *zede*; *ae* and *oe* should be pronounced like *e* and not as though these letters were separated: *a*, *e* and *o*, *e*.

The letters *i* and *u* can be consonants as well as vowels. When they stand alone before one or two other vowels without consonants, they are pronounced otherwise than when they are vowels. The consonant *i* is written with a tail like a *j*; the consonant *u* is pointed at the bottom, like a *v*.

The consonant *i* is pronounced like *gi*, and the consonant *u* is pronounced like *ve*; this is done in order to distinguish them in pronunciation as well as in writing from the vowels *i* and *u*.

All the letters of the alphabet should be pronounced very distinctly and separately, with a distinct pause after each one.

Teacher will take care that readers open their mouths well and not pronounce the letters between the teeth which is a very great fault. They should not read too rapidly, too slowly, or with any tone or manner that savors of affectation, but should speak with a very natural tone. Teachers will also take care that no student's voice is raised too much when reciting the lesson. It suffices that the one who is reading should be heard by all those of the same lesson.

Letters which are joined together must also be pronounced very distinctly each one separately, as though in fact each one were separated from the others. To pronounce *ct*, for instance, *c* must first be pronounced alone; then, after a little pause, *t* is pronounced. The same should be done with the other groups.

Section III

Method of Reading the Chart of Syllables

Students will be made to read from the chart of syllables one after another in turn, just as they would read a lesson in a book. The teacher will always indicate the syllable with the pointer.

Each student will read at least three lines. All that has been said in reference to the alphabet on the subject of pronouncing well and very distinctly all the letters must also be carefully observed in reading syllables.

The teacher will see that the students do not read the syllables in too rapid a sequence, but that while making a short pause between the letters of a syllable, they make a longer one after each syllable. The teacher will take care not to allow them to speak the syllables too quickly and run them together.

There are three letters which present special difficulties in respect to pronunciation; these are *c*, *g*, and *t*. When *c* comes before *a*, *o*, or *u*, it is pronounced like *q*. When there is a cedilla or comma under the *é* as in *c*, or when *c* comes before *e* or *i*, then it is pronounced like *s*.

In the same manner, when *g* occurs before *a*, *o*, or *u*, it must be sounded as though there were a *u* between them. The three syllables *ga*, *go*, and *gu* are pronounced *gua*, *guo*, *gue* in French.

When *g* is placed before *e* or *i*, it is called soft *g* and it is pronounced like the consonant *j*; for instance, the syllables *ge* and *gi* are sounded like *je* and *ji*. When *t* is found before *i* and this *i* is followed by another vowel, the *t* is pronounced like *c*; for example, the word *pronunciation* is pronounced as though it were written *prononéiaéion* and likewise in similar cases.

ARTICLE III

The Book of Syllables

The first book which the students of the Christian Schools will learn to read will be composed of all sorts of French syllables of two, three, four, five, six, and seven letters and of some words to facilitate the pronunciation of the syllables. Ordinarily, two pages will be assigned for each lesson.

The beginners should not read less than two lines, and the others should not read less than three lines. This is determined according to the number of students and the time that the teacher has in which to make them read. As soon as any students begin this lesson and in order that they may accustom themselves to read their own book while the others are reading, the teacher will take care to assign to each one, for as many days as assistance may be needed a companion who, when the others are reading, will teach the new student how to follow the lesson and they will follow together in the same book: both will hold the book one on one side and the other on the other. In the Book of Syllables students will only spell the syllables and will not read them. It will be necessary to make them understand first the difficulties which are to be met in the pronunciation of syllables, which are not slight in French. For this reason, each teacher must know perfectly the little treatise on pronunciation.

In order to teach spelling well, it is necessary to have all the letters pronounced in the same tone and very distinctly. In this way, the sound of each one can be fully heard separately from the others. The syllables should be pronounced in the same manner. Thus, the one who is spelling should make each syllable completely and distinctly heard before beginning to spell the following one. The student should pronounce them almost as separately as if there were commas between them. For instance, to spell well the syllable *quo*, each letter must be named separately and distinctly *q*, *u*, *o*. This is the same for *c*, *a*, and *r*, or *t*, *a*, and *r*. They must not be named quickly and together: *quo*, *car*, *tar*. This practice is of very great importance. There is even more to be feared from, and much more harm is done by spelling and reading too rapidly reciting too slowly.

ARTICLE IV

The First Reader

The first reader to be used in the Christian Schools will be in continuous sentences. Those who read in it will only spell, and they will always be given one page for each lesson.

Each student will spell about three lines at least, depending upon the time that the teacher has available and upon the number of the students. The teacher will insist that those who are in this lesson distinguish and separate the syllables of the words from one another and that they do not put into the first syllable a letter which should be in the second, and likewise. For instance, in spelling

the word *déclare*, they should not say *déc-la-re*. They should say *dé-cla-re*; and the same with other words.

The teacher will insist that they pronounce all the syllables of a word as they should be pronounced in this word and not as they would be pronounced if they were separated one from another and in different words. For example, the syllable *son* is not pronounced in the word *personne* by sounding the *n* as it is always sounded in the word *son* when this syllable alone forms the word which signifies sound, for in that case so much stress is not placed upon the *n*. In the same way, in the word *loupe* the first syllable is pronounced otherwise than is *loup* when it forms the word which signifies the animal. For in the first example, *loupe*, the *p* is sounded in the first syllable; whereas in the second, *loup*, the *p* is not sounded, but is pronounced as if there were only *lou*. The teacher will take care that students in this lesson pronounce the words as though they were standing alone, paying no attention either to the preceding word or to the following one. For instance, in the sentence "*Ne pensez point é ce que vous aurez é dire,*" they will pronounce the word *point* as they would pronounce it when alone and not followed by a vowel. Thus they will not pronounce the *t* but will pronounce the word as though it were only *poin*, naming, however, all the letters as follows: *p, o, i, n, t*.

Likewise in the word *vous*, they will name all the letters: *v, o, u, s*. They will pronounce it as though there were no *s* and will say *v, o, u, s, vou*. They will do the same in the word *aurez*, not pronouncing the *z*, but, after naming all the letters of the second syllable, *r, e, z*, they will say, as though there were no *z*, *ré*, with an accent on the *e*, paying no attention, in case of either of these words, to the vowels which follow them.

ARTICLE V

The Second Reader

The second reader to be used in the Christian Schools will be a book of Christian instruction. The students will not study this book unless they can spell perfectly without hesitating.

There will be two kinds of readers of this book: those who spell and read by syllables and those who do not spell but only read by syllables.

All will have the same lesson. While one is spelling or reading, all the others will follow, both those who spell and read and those who only read. Those who both spell and read will do nothing but spell in the morning. In the afternoon, they will spell first. After all of them have spelled, they will read without distinction together with those who read only. If those who only read are in the same class with those who both spell and read, they will only follow while the latter are spelling. The teacher will take care from time to time to surprise some of them and have them spell some words, in order to ascertain whether they are following attentively.

All those who read in this book will read only by syllables. That is to say, they will read with a pause of equal length between each syllable, without paying any attention to the words which they compose: for instance, *Con-stan-tin, Em-pe-reur, as-sis-ta, au con-ci-le, de, Ni-ce-e*, and so on. If these two kinds of readers are in different classes, those who only read will every day in the afternoon, before any one of them begins to read, each will spell about one line, at most.

Those who spell will spell about three lines and will read afterward as much as they have spelled. Those who only read will read five or six lines, according to the number of students and the time which the teacher may have.

ARTICLE VI

The Third Reader

The third reader which will be used to teach reading in the Christian Schools will be one upon which the Directors in each place and the Superior of the Institute will agree.

All who read from this book will do so by sentences and in sequence, stopping only at periods and at commas. Only those who know how to read by syllables perfectly and without fail will be in this lesson. Two or three pages will be given for a lesson each time, from one complete idea to another, a chapter, an article, or a section.

The beginners will read about eight lines. The more advanced will read about 12 or 15 lines, according to the time that the teacher has and the number of the students.

Those who are reading the third book will also be taught all the rules of French pronunciation, both how to pronounce syllables and words perfectly correctly and how to sound the consonants at the end of words when the following word begins with a vowel. The teacher will teach the students all these things while they are reading, calling their attention to all the mistakes in pronunciation which they make. The teacher will correct them carefully without overlooking any.

ARTICLE VII

Charts of Vowels and Consonants, of Punctuation and Accents, and of Numerals

Students who are studying the third book will be taught to recognize the vowels and the consonants and to distinguish them from one another. They will be taught the reason why some letters are called vowels and others are called consonants. They will also be instructed concerning the pauses that must be made at a period, a colon, a semicolon, and a comma. They will be taught the reasons for and the differences among these signs.

They will be taught the significance of an interrogation mark, of an exclamation mark, of parentheses, of a hyphen, of the two dots over an *e*, an *i*, or a *u*, and the reason why all of these are used. They will be taught the different abbreviations and their meanings and the three different accents, the reasons for which they are used and what they signify. They will likewise be taught to read the numerals both French and Roman at least up to 100,000, and in various combinations.

There must be for this purpose in each classroom two charts. One will contain separately the vowels and consonants; above each consonant will be the syllable which is pronounced in naming this consonant. On this chart will also be the different punctuation marks for words and sentences that is to say, the apostrophe, parentheses, the hyphen, the two dots over *é*, *é*, or *é*, the three

different accents, and the abbreviations of words in all the forms in which they may be found. The other chart will contain separately and in columns the French and Roman numerals, at least up to 100,000.

To teach these things at the beginning of the lesson in the third book. One half hour in the afternoon twice each week will be taken.

On the first day of the week, during this half hour all that is on the first chart will be taught. It will be done in the following manner.

The teacher will have several students one after another explain different difficulties and the reasons for each as the teacher points them out on the chart.

While one student is explaining, the others will look at the chart and pay attention. In this way, they will better understand and retain what is being said.

The teacher will take care from time to time to question some other students on the same subject, in this way ascertaining both whether they are paying attention to what their companion is saying and whether they understand it.

In the afternoon of the day following a holiday or on the third school day of each week when there is no holiday, the numerals will be taught in the same way. In places where there are only two classes, the charts will be recited by the students of the writing class on Fridays instead of arithmetic.

ARTICLE VIII

The Reading of Latin

The book in which the reading of Latin will be taught is the *Psalter*. Only those who know perfectly how to read French will be taken in this lesson. There will be three sections of readers of Latin: the beginners, who will read only by syllables; the intermediate, who will begin to read with pauses; and the advanced, who will read with pauses and without making any mistakes whatsoever.

Only those who are able to read perfectly by syllables will be made to read with pauses. Although both those who read by syllables and those who read with pauses will have the same lesson, they will read separately. However, the one group will follow along while the other group is reading.

Those who are learning to read Latin will study the vowels and numerals except on the days when they read both in the morning and in the afternoon. On those days when they study vowels and numerals, they will not read in the afternoon after having read in the third book.

Those who are learning to write will read only Latin in the morning and French in the afternoon. Only about two pages will be assigned as a lesson each day. The readers by syllables will read about six lines; those who read with pauses will read about ten lines. The teacher will take care to teach the students who are beginning to read Latin the manner of pronouncing it correctly, since

the pronunciation of Latin differs in several respects from the pronunciation of French. The teacher will make them understand above all that all the letters are pronounced in Latin and that all the syllables which begin with *q* or *g* are pronounced otherwise than in French as is indicated at the end of the treatise on pronunciation.

The teacher will explain to the students those things which concern Latin pronunciation while they are reading, as has been indicated in respect to French.

ARTICLE IX

The Book on Christian Civility

When the students both know how to read French perfectly and are in the third level of Latin reading, they will be taught to write. They will also be taught to read the book *Civilite chrétienne*.

This book contains all the duties of children both toward God and toward their parents and the rules of civil and Christian decorum. It is printed in Gothic characters, which are more difficult to read than French characters.

They will not spell, and they will not read by syllables in this book; but all those to whom it is given will always read with continuity and with pauses.

This book will be read only in the morning. One chapter or as far as the first division or asterisk will be assigned for each lesson. The beginners will read at least four lines; the more advanced will read at least ten lines.

ARTICLE X

Documents

When the students are in the fourth section of round hand writing or are beginning the third section of inclined hand writing, they will be taught to read papers or parchments written by hand and called documents or records or something similar. At first, they will be given the easiest to read. Then they will be given the less easy ones. Afterward, they will be given the more difficult ones as they advance and so on until they are capable of reading the most difficult writing that they may encounter.

No student will be permitted to bring from home any document to read in school without the order of the Director. Each teacher of the writing class should know perfectly how to read all kinds of papers written by hand. Above all, the teacher should have read and studied well those which are in the classroom; and the Director should make sure that the teacher knows how to read them perfectly.

Those documents which are of equal difficulty are ordinarily written by the same person using the same type of lettering. This is especially true of those consisting of only one sheet or leaf, such as writs, receipts, and notes of hand. Therefore, it is very useful to have the students learn at once to read all the writings of any one writer. In this way, the form of this writer's characters and

abbreviations will have impressed themselves on their imaginations; and they will have no further difficulty in reading them. By this means, the most difficult and confused writing will become very easy for them.

Documents will be read twice that week at the beginning of school in the afternoon of the first and fifth school day. If there are no holy days of obligation in the week. If, however, there is a holy day which does not fall on a Wednesday or if there are two holy days in the week, documents will be read on the first and fourth school day.

The students will read one after another. They will come before the teacher in turn two by two and in the order in which they are seated on the benches. In this way, all those of one bench will come in succession and be followed by those of the next bench or the one behind it.

The beginners will read about 30 words. Those of the more advanced levels will read about ten words more than those of the preceding level. Thus the amount read will be increased by ten words for each successive level.

CHAPTER IV

Writing

ARTICLE I

General Considerations

It is necessary that students should know how to read both French and Latin perfectly well before they are taught to write.

If, however, it should happen that there are any who have reached 12 years of age and have not yet begun to write, they may be put in the writing class at the same time that they begin Latin provided that they know how to read French well and correctly and that it seems that they will not be attending to school for a time long enough in which to learn to write sufficiently well. This is a matter to which the Director and the Inspector of Schools will attend.

ARTICLE II

Writing Materials

Section I

Paper

Teachers will take care that the students always have white paper for school use. For this reason, they will instruct the students to ask their parents for more, at the latest they have only six white sheets left. They will see that they bring to each writing period at least half a quire of good paper, not too coarse, too gray, or too heavy; white, smooth, well dried, and well glazed; above all, not too easily absorbent of ink to each writing lesson. Paper which does not absorb ink easily is very defective and a great hindrance in writing. Teachers will neither permit any student to bring loose paper nor permit any student to fold the paper in quarters. The sheets must be sewed together their entire length.

Finally, teachers will take care that students keep their paper always very clean and neither crumpled nor turned down at the corners. There will be in the school a chest or a cupboard in which all paper and other school material will be put.

The officers of the writing class, who will distribute and collect the papers one by one, will take care to do so with order and in silence. They will be careful not to mix the papers.

Section II

Pens And Penknives

Teachers will instruct the writers to bring to school each day at least two large quills. In this way, they may always be able to write with one of them while the other is being trimmed.

Teachers will see that the quills are neither too slender nor too thick; they should be round, strong, clear, dry, and of the second growth. Care must be taken that the pens are clean and not full of ink, that they are neither bitten at the end nor trimmed too short, and that the students do not put the pen tips in their mouths or leave them lying about. Writers of the third level should also have penknives, so that they may learn to trim their pens.

All the writers will also have writing cases in which to put their pens and penknives. The teacher will require that they be the longest that can be found in order that the students will not be obliged to cut their pens too short. This would prevent them from writing well.

Section III

Ink

The students will be supplied with ink. For this purpose, there will be as many inkwells as possible. They will be made of lead, so that they cannot be overturned. One will be placed between each two students. The teacher will see that ink is put into them when needed and that the students who are appointed to collect the papers clean the inkwells once a week on the last school day. There will be only ink and no cotton in these inkwells. The ink will be supplied gratuitously.

The teacher will see that the students ink their pens carefully, dipping only the pen tip and then shaking it gently in the inkwell and not on the floor.

Section IV

Models

There will be two kinds of models given to the students. The first will consist of two alphabets, one of letters not joined and one of letters joined together. The second will consist of sentences, each one of which will contain five or six lines.

The models which are given to the students will be written on loose sheets. Teachers will not write any examples on the papers of the students, or any large capital letters or strokes at the beginning of their pages. This is a matter of importance.

All lined models will consist of sentences from Holy Scripture, of Christian maxims taken from the works of the Fathers, or from devotional books.

For this purpose, there will be in each school two collections: one of sentences from Holy Scripture, both the Old and the New Testament and the other, of maxims of piety taken from some good books.

Teachers will give no models that are not taken from one of these two collections. They will make special use of those taken from Holy Scripture, which, as it is the word of God, should make a greater impression and more easily touch the heart.

All the alphabet models shall be in a large business hand. The models used by those who write in lines should be of three different characters: large business characters, financial numbers, and small characters.

Section V

Transparencies And Blotting Paper

Transparencies will be given only to such students as are unable to write straight without lines. The Inspector of Schools and the teacher will examine those who may need them, and they will make the least possible use of them.

A transparency is a sheet of paper with lines drawn across it at proper intervals. It is called a transparency because when it is placed beneath the sheet upon which writing is to be done, the lines are visible through the paper and serve to guide the lines of writing.

Each one of the writers will have a sheet or two of coarse paper, which easily absorbs ink. In order to dry what they have written without blotting it, they will place the coarse paper over the page on which they have written. This coarse paper is, on account of the use made of it, called blotting paper.

ARTICLE III

Time Devoted to Writing in School and Amount to be Written by Each Student

Students will spend, both in the morning and in the afternoon, one hour in writing from eight o'clock until nine and from three o'clock until four. From the beginning of November until the end of January, however, they will begin to write at half past two and will finish at half past three. Should it happen that some students will not be continuing in school much longer, and that they need to write for a longer period than the others in order to learn to write sufficiently well, they may be permitted to write at other times during school hours. However, they may not write during the time devoted to the reading of manuscripts, to prayers, and to Catechism. They should know how to read French, Latin, and *Civilite* so well that they would derive no further benefit from reading them. They should read in their turn during all lessons. They should also take their turn in reciting the Catechism, the responses of Holy Mass, and the prayers during breakfast and lunch. They should have been writing in lines for at least six months. This will, however, be granted to none without the order of the Director. Each student will write at least two pages a day, one in the morning and the other in the afternoon.

ARTICLE IV

Different Levels of Students Writing Round Hand

There will be six levels of writers of round hand, distinguished one from another by the different skills which are taught the students in each of them.

The first level will consist of those who are learning to hold the pen and the body correctly and to make with ease the straight and circular movements. The teacher will attend to them only to see that they hold their pens, their bodies, and their hands correctly and that they make these two movements well. It is very important that students not begin to write until they have learned to hold their pens correctly and have acquired a free movement of the fingers.

The second level of writers will consist of those who are learning to form the five letters *C*, *O*, *I*, *F*, and *M*. For this purpose, they will write one page of each of these letters one after another. With the students of these two levels, the teacher will take care only and often to see that the students form the letters properly, that they join them together neatly and as they should be joined, and that they place them correctly. Before advancing in the third level, students will be taught the letters which are based upon *O*, *I*, and *F* and the manner of forming the derivatives based on these three letters.

The third level will consist of those who are learning to form correctly all the letters of the alphabet. For this purpose, they should write one page of each letter one after another. When the teacher considers it appropriate, the students will write a line composed of each letter.

The fourth level will consist of those who, in addition to perfecting themselves in those things which the two preceding levels should learn, are learning to place the letters properly and evenly, as they should be when on the same line and to extend the long letters above or below the body of the writing as much as they should be according to the rules of writing. To achieve this the students of this level will write all the letters of the alphabet joined together on each line. They will be required to apply the same rules that should be observed for a long word which would fill an entire line.

The fifth level will consist of all who are writing sentences in large commercial characters, such as are used in accounts. So long as they continue to write in these characters they should first write one page of each line of their models, one line after another. When the teacher in agreement with the Director considers it appropriate, they will copy the entire model. Their models will be changed every month. They will also write on the reverse side of their papers the entire alphabet joined together on each line. They will do this until they know how to write it perfectly. They will then be required to copy their models of a connected sentence on all the pages of their paper.

The sixth level will consist of those who are writing sentences in these same large business characters on the front side of their paper and in financial characters on the reverse side.

ARTICLE V

Different Levels of Students Writing Italian Script

When the students begin to learn to write Italian script, they will be required to observe all that is indicated above in connection with the first and the following levels in round hand.

There will also be six levels of writers of Italian script.

The first level will consist of those who are learning how to hold the pen and the entire body in a proper position. They will not be permitted to write until they have acquired a complete movement of the thumb and the fingers.

The second level will consist of those who are learning to form the five letters *C, O, I, F,* and *M*; those who should write one page of each letter as has been indicated for the second section in round hand.

The third level will consist of those who are being taught the manner of correctly forming the letters of the alphabet and their proper position and slant. To achieve this purpose, they will write one page of each letter joined together, over and over. Thereafter, the teacher in agreement with the Director will have them write one line of each letter, provided they have made progress in this level.

The fourth level in Italian script will consist of those who are being taught the relative proportions of the letters, the distance that should separate them, and the space that there should be between the lines.

They must also be trained in this level to write with firmness and to pass easily from one letter to another. The students in this level will write the entire alphabet in proper order on each line.

In the fifth level, the students will write sentences formed of large characters, in the same manner as has been indicated for the fifth level in round hand.

Those of the sixth level will write sentences formed of large characters on the front side of their paper. On the reverse, they will write in small characters. In these last two levels, the teacher and the students will apply the same rules as in the fifth and sixth levels of the writers of round hand.

A student who is beginning to learn to write Italian script and has one year that is to say eleven months in which to learn it, will be taught during the first month how to hold the pen and the body and to make with ease the straight and circular movements as is indicated above. For the next two months the student will practice writing one page of each letter, the letters connected. The two following months, the student will practice writing one line of each letter joined together. During the next two months, the student will practice the entire alphabet in order on each line. During the last four months, the student will write sentences in medium-sized characters.

The time of these students who will have little time to learn to write, will be distributed as indicated above in proportion to the time which they have at their disposal for this purpose. They will, of necessity, be advanced at the end of the assigned period whether they do or do not know what they should know in order to be advanced.

The teacher will, however, take pains to review during the advanced lessons what pertains to the preceding ones, in case they do not know completely what they need to know.

ARTICLE VI

Correct Position of the Body

Teacher will take care that the students always hold their bodies as erect as possible only slightly inclined but without touching the table. In this manner and with the elbow placed on the table, the chin can be rested upon the hand. The body must be somewhat turned and free on the same side. The teacher will require them to observe all the rules of writing concerning the position of the body.

Teachers will, above all, take care that students do not hold their right arms too far from their bodies and that they do not press their stomachs against the table. Besides being very ungraceful, this posture might make them very uncomfortable. In order to make students hold their bodies correctly, teachers will themselves place them in the posture, which the students should maintain with each limb where it should be. Whenever teachers notice students changing this position, they will take care to put them back into it.

ARTICLE VII

Correct Method of Holding the Pen and Position of Paper

The second thing of which the teacher should be careful in regard to writing is to teach how to hold the pen and how to place the paper. This is of great importance, because students who have not been trained in the beginning to hold their pens correctly will never write well.

In order to teach the manner of holding the pen properly, it is necessary to arrange the hand of the student and to put the pen between the student's fingers.

When the students begin to write, it will be useful and appropriate to give them a stick of the thickness of a pen to hold. On the sticks, there will be three grooves, two on the right and one on the left. These grooves indicate the places where the three fingers should be placed. This teaches the students to hold the pen properly in their fingers and makes them hold these three fingers in a good position.

Care must be taken that the students place the three fingers on these three grooves and that for a fortnight at least during writing time they practice rendering their fingers supple by means of this stick or of an unpointed pen. The teacher will urge them to practice this, as often as possible, at home and everywhere else. The two other fingers should be under the pen, and it would be well to have the students tie them for as long a time as is necessary in the position in which they should be held. The position of the paper should be straight and the teacher will pay great attention to this. If the paper is slanting, the lines will be slanting, the body cannot be held in a good position, and the letters cannot be so well formed.

ARTICLE VIII

Method of Training to Write Well

As soon as students begin to write and are in the second or third level, they will be taught how to form the letters, where to begin them, when to ease the pressure on the pen, and when to raise it, the

teachers must do this several times. Next, they will make the students understand the manner of doing all these things correctly.

In order that the students observe carefully and learn well the form of the letters, the teacher will guide their hands from time to time and for as long a time as judged needful. However, this will be done only with those who are in the first and the second level of writing.

The teacher will let them write alone for some time after having guided their hands and shown them how to form the letters. However, from time to time, what they have written should be examined.

The teacher will then both have them practice making the connections between letters in an easy manner, and help them to do so. This is done by lessening the pressure on the pen slightly on the side next to the thumb. It is important that they always do this in the same way.

Care must also be taken that, when the students are writing the alphabet, they do not crowd or space either the letters or the lines too much. As soon as they are in the second lesson of writing, they will be given transparencies to accustom them to writing their lines straight. The teacher will see that they place the bottom of the body of the letters on the line of the transparency.

Students must not, however, use of the transparencies continually. From time to time, the teacher will have them write five or six lines without using the transparency. In this manner, they will imperceptibly accustom themselves to writing straight of their own accord and without this aid. Those who are writing in lines will use transparencies as little as possible.

It is important not to have the students write in lines until they know how to form all the letters properly and to write the entire alphabet in all the manners which are indicated for the different levels in writing. One may be sure that by keeping to this practice the students will make more progress in one month than they would otherwise make in six.

Teachers will not permit the students to write anything other than what is on their models.

ARTICLE IX

When the Teacher Will Trim the Pens of the Students and the Time and Manner of Teaching the Students to Trim Them

The teacher will trim the pens of the students when necessary, but only during the writing periods.

To effect this, the students whose pens need to be trimmed will carefully place their pens in front of them, so that the teacher may perceive them when coming around to correct the writing. The students will remain with their hats off until the teacher has returned their pen. When they get the trimmed pens back, they will kiss the teacher's hand and bow low. The students will not cease writing while the teacher is trimming their pens.

After the students have been writing at the most for one month in the third or fourth level, the teacher will require them to trim their pens themselves and will teach them individually how to

do this. For this, the teacher will have them individually come to him and will show them in the following manner all that is necessary to do this properly, as follows.

The teacher will take a new quill and teach the students these steps. First, both how to strip the quill of feathers without tearing it and how to straighten it if it is bent. Second, how to hold it in their fingers. Third, how to open the stem both at the top and at the bottom. Fourth, how to hold the quill to slit it. Fifth, with what and how to slit it. Sixth, how it should be slit both for round hand and for Italian and rapid script. Seventh, how to hollow it explaining that to do this the point of the penknife must be used. Eighth, demonstrating that for the rapid script style of writing the two angles of the pen tip must be equal, while for other styles of writing one of the angles of the pen tip should be thicker and longer and the other should be finer and shorter. Ninth and tenth, showing which side should be thicker and longer. and which side should be finer and shorter. Eleventh, how to open [the quill], how long and deep the opening should be, and with what part of the blade of the penknife the opening should be made. Twelfth, how to clear the pen tip and to cut it with the middle of the blade. Thirteenth, how to hold the penknife upright or flat. And finally, fourteenth, both that the quill should not be cut against the nail of the left thumb, on the table, or on wood, but that it should be cut on the stem of another quill pushed into the one which is being cut. The teacher will then explain to the students all the terms used in pens, the angle, the pen tip, and so on, and will make them repeat these terms.

In order to make the students understand, retain, and practice all that pertains to the proper way of trimming pens, teachers will themselves demonstrate trimming on three successive days. They will make students understand all that they do in trimming and why. Immediately afterward, teachers will have the students trim a pen, telling them all that they must do and how to do it well and correcting them when they fail in anything. This lesson will continue for about a week.

ARTICLE X

Inspection of Writers and Correction of Writing

It is necessary that teachers inspect all the writers every day and, in the case of beginners, even two or three times a day. The teachers must observe whether the pens of those who trim their own are well trimmed; whether their bodies are in a correct position; whether their paper is straight and clean; whether they hold their pens properly; whether they have models; whether they are practicing as much as they should; whether they are trying to do well; whether they are writing too fast; whether they are making their lines straight; whether they are placing all their letters in the same position and at a proper distance; whether the body of all the letters is of the same height and in the same type, and the letters are distinct and well formed; and whether the words and the lines are too close together or too far apart. At each inspection, the teacher will correct the writing of one-half of the writers. In this manner, the teacher will daily and without fail correct all of them, half in the morning and half in the afternoon.

Teachers will walk behind them, observing each one. For this reason, there will be some space between the benches. Teachers will place themselves at the right of the one whom they are to correct, and will show the student all the mistakes being made, in writing, in the posture of the body, in the manner of holding the pen and forming the letters, and in all the other things which are explained above and which the teacher should examine when inspecting the writers.

When speaking of hangers, feet, heads, tails, members, and bodies of letters, of divisions, distance, and separations, of height, width, curve, semicurve, thick and fine, small character, large character, etc., the teacher will explain all these terms, each one precisely, and will afterward ask the explanation, saying, for instance, "What is meant by hangers?"

Teachers will insist that the students be attentive when their writing is being corrected. The teacher will mark with a slight stroke of the pen the principal mistakes made. However, in the beginning care should be taken not to call attention to more than three or four mistakes. If teachers mark a greater number, they might confuse the students and make them forget what they have been taught. Correction for a greater number of mistakes would create confusion in their minds.

When examining these exercises, teachers will show the students how to write the syllables or the letters which they are correcting. In order that the students may afterwards practice forming them in the same manner, the teacher will, after having written the syllables or letters at the top or on the margin of their papers make the students write a line of each letter or syllable which has been corrected and two lines of each word. If they have not the time to do all this on that day, they will be directed to finish the work the next day before beginning to copy the model. If they do not succeed even after that, the teacher will have them practice during all the time they have for writing only the letters, syllables, or words which they have written incorrectly. They will do this two or three times in succession. When correcting the writing, the teacher will not write on the papers of the students any lines or words of several syllables. It will suffice that he write the letter which the student has written badly, and, if the latter has failed in connecting some letters, the teacher will write the two letters joined together or the syllable at the very most.

While inspecting and correcting the writing of some of the students, the teacher will be careful both to keep all the other students always in sight and to observe all that takes place in the class. If anyone is at fault, the teacher will warn that student by making a sign. The teacher will watch particularly over those who most need watching, that is, the beginners and the negligent. The teachers will take care above all during this time that nothing escape their eye.

The teacher will also pay very particular attention to the students those who are making the two movements, the straight and the circular, and will watch that their pens are not slipping out of their fingers. If the pens are slipping out of their fingers, the teacher will place them as they should be and explain what should be done to keep them so. The teacher will also see to it that in making the movements, the students not move the arm instead of extending and bending only the fingers; that they move their fingers instead of their arms; that the thumb always moves first; that they do not rest the Hand when making these movements; and that they do not press down when making the strokes instead of making them lightly. The teacher will indicate the mistakes that they may have made in these things and the means of correcting them. The teacher will show them how they must bend and extend their fingers; how they should rest the arm without pressing it too much on the table; and how they should write from one side of their paper to the other touching the paper only slightly with the pen tip and lightly gliding the arm from the left side to the right side.

In regard to the straight movement, teachers will insist that they draw straight from top to bottom; that they do not hold their fingers too stiffly but bending them as much as is necessary to make the movement well; and that they keep the pen always level without varying either in the

ascending or in the descending stroke. For the circular movement, teachers will notice both whether they begin it at the bottom and at the top with the same smoothness as well from left to right as from right to left and whether they hold their fingers too stiffly and keep their arms fixed on the table. From time to time, teachers will watch the students of the first level make these two movements in order to see for themselves the mistakes which the students make in respect all the above-mentioned things. At the same time, the teacher will indicate to them the means of correcting these mistakes, and will have them correct them at once.

Teachers will call the attention of the students of the second and third levels, and even of the higher ones, to mistakes in the way they are forming their letters. For instance, a teacher will ask them whether a B which a student has made in round hand is too much inclined to one side or to the other; whether it is curved or humped; whether all its dimensions are correct: its height should be twice that of the body of the letter or eight pen tips; whether it is too high; whether it has the width that it should at the top and at the bottom; whether it lacks some of its parts; and whether the thick strokes or the fine ones are where they should be. The teacher will do the same with all the other letters. The teacher will mark with a stroke of the pen at each place all the mistakes that the students have made in forming these letters. For example, if the *b* is too much inclined to the right, the teacher will mark it in this manner: . If the *b* is too much inclined to the left, the teacher will mark it thus: .

The teacher will call the attention of those of the third and of the following levels to all the mistakes which they may have made in the connecting strokes: failure to make any where they should have been made, or making any where they should not have been made; beginning a connection at a point of the letter other than at the one where they should start; making the connecting stroke too high or not high enough, or too fine or too thick; making the strokes wavy when they should be circular, or straight when they should be circular; holding the pen as it should be held to make the strokes, and turning the pen instead of easing the pressure.

To make the students understand easily and very well the defects of the letters and their connecting strokes after having shown them will ask the students what is wrong with the letter or the connection. The teacher will ask why the one or the other is not good, and will then correct the letter or the connection which the student has formed badly. The teacher will do this by writing the one or the other over the letter or the connection which the student has formed badly, and will ask why the one which they have retraced is good and what there is in it that was not in the letter made by the student. After this, the teacher will write a letter or two joined letters between the lines. The teacher will have them practice this, and will observe how they form it.

When a student in the first three levels has been taught something or has had something corrected, the teacher will not immediately leave. Instead in the teacher's presence the student will practice what has been taught or corrected. The teacher will watch to see whether the pen is being held in the way that has been shown, whether the letters are begun properly, and whether all is done well that has been taught. The teachers do this that they may tell the students in what they fail. If the teacher were to leave the student at once, all that had been said or taught would be forgotten. Furthermore, this manner of instruction will please the parents. The children will not fail to tell their parents that the teachers have taught them by making them write while supervised, that the teacher has personally guided their hand, and so on.

If a student fails to place the letters properly, that is to say, when they are not in line with each other, the teacher will draw two straight pen lines at the entire place in the line where the student has erred, one line from the base of the last letter which is properly placed and the other from the top of the body of that letter. The teacher will then explain the mistake in position and which letters are not well aligned. The teacher will do the same when the hangers are not of equal height or uniformly situated. To correct a defect in distance between letters, the teacher will point out the space that should be between the preceding letter and the following one, and make a downward stroke with the pen at the point where the first member should be placed of the letter which is too close to or too far from the preceding one.

To correct a defect in distance between two words that are either too close together or too far apart, the teacher will make an *m* of the width of seven times that of the pen tip, the space that should be between two words. If there is a period between the words, the teacher will make five hangers of an *m* joined together. This is the width of thirteen pen tips and is the space that should be between two words separated by a period. If there is a comma, a colon, or a semicolon, the teacher will make between the two words two *n*'s of ten times the width of the pen tip, which is the distance at which they should be from each other.

To correct a defect in distance between lines the teacher will make a set of four letters joined together on the margin of the paper, between the lines which are either too close together or too far apart. The teacher will make, for instance, four *o*'s joined together of the width of sixteen times that of the pen tip. This will help the student note what distance there should be between the two lines. To make them acquire lightness and avoid lack of boldness in writing, the teacher will instruct the students not to press on their paper, but just touch it with the pen tip and almost without feeling it and not to write too slowly. The teacher will point out that this defect comes from holding the arm as though fixed on the table, from not bending the fingers to impart to them the movement that they should have, or from leaning the body too much or even bending it over the table.

To make the students correct themselves of these faults, they must if they are slow be urged to write fast, without resting the arm on the table to rest on the table only the tips of the two sustaining fingers. The teacher must do this without paying any attention to whether the students form their letters well or badly, taking pains only to make them acquire boldness and ease of movement.

If a student is naturally quick, it will be necessary only to arrange correctly the student's hand, arm, and body. After having been taught what to do, the students should be allowed to practice by themselves. Restrain them, however, and moderate the students who are too active.

To make all sorts of students acquire freedom and ease of movement, teachers will show them how to pass properly from one letter to another, such as from an *i* to an *f*, from a *c* to an *l*, and from an *o* to an *i*, without interruption and without raising the pen. To correct the mistakes which the students may have made in all things pertaining both to boldness and to ease of movement, a teacher will demonstrate what the students must do in order to correct themselves. Then, the students are to imitate what the teacher will make them imitate what the teacher has just done and correct what they had previously done badly.

CHAPTER V

Arithmetic

In the study of arithmetic, students will have different lessons according to how advanced they may be. Some of them will be learning addition, others will be learning subtraction, multiplication, or division. Teachers will take care to write on the board a problem for each operation every Saturday or on the last school day if Saturday is a holy day. They will see that all who are learning arithmetic copy their examples on Monday morning at the beginning of the writing lesson or on the first school day if there is a holy day on Monday. For this, each must have a notebook of paper folded in quarters. Arithmetic will be taught only to those who are entering the fourth level in writing, and it is the duty of the Director or of the Inspector of Schools to promote to this lesson as well as to the others. Arithmetic will be taught on Tuesday and Friday afternoon from one thirty to two o'clock. If there is a holy day on Tuesday, it will be taught on Wednesday, unless there is a holy day on Monday as well as on Tuesday. If there is a holy day on Friday, it will be taught on Saturday.

To teach arithmetic, the teacher will either remain seated on his chair or will stand before it. A student of each lesson will stand in front of the class and solve the problem for the lesson. The student will indicate the steps and with the pointer, the figures, adding, subtracting, multiplying, or dividing the numbers aloud.

Thus, to make an addition properly, the students will always begin by adding deniers,¹ and speaking out loud, saying for example: 10 and 6 make 16, and so on.

While the example of the lesson is being done, the teacher will ask the student several questions concerning it, in order to make the student better understand and retain the lesson. If terms pertaining to the subject are used which the student does not understand, the teacher will explain them and make the student repeat them before going further. From time to time, the teacher will also question some other students who have the same lesson to ascertain if they are attentive and if they understand. If the one who is doing the example fails in any respect, the teacher will make a sign to another student who is learning the same lesson or one who is learning a more advanced lesson to make the correction. The latter will do this by correcting aloud what the other one had said wrongly. If there are no lessons more advanced than this one and if no student is able to correct the mistake properly, the teacher will make the correction.

The student who is doing the example on the board should, as part of doing the example, write at the bottom both the result of the addition, subtraction, multiplication, or division and the proof of the problem which has just been done. After this, the students will erase all that they themselves have written but nothing more. In this way, another student may do the same example.

In arithmetic, as well as in the other subjects, it is with the most elementary examples that the lesson will begin and with the most advanced that it will end.

When a student is doing an example in arithmetic whatever the grade, all the others who have the same lesson will remain seated facing the board and will pay attention to the figures that

¹The denier is the smallest unit of the old French monetary system.

the student writes and to what the student says when doing the example. The students who are reading and who are not yet learning arithmetic will also pay attention. The teacher will have a register of all the students who are learning arithmetic, divided according to the lesson that they are studying, and will have each of them, one after another and without any exception, do an example from their lessons on the board in school.

On Tuesday of each week or the first day upon which arithmetic is taught, all the students who are learning it and who are among the advanced students will bring already done on their paper the example for their lesson which the teacher has written on the board for that week. They will also bring some other examples which they have invented for themselves. On Friday, they will bring a certain number of examples from their own lessons as well as from the work of more elementary lessons which they have done by themselves and which the teacher has, according to their capacity, assigned for them to do.

During the writing time on Tuesday and Thursday afternoons, instead of correcting the writing, the teacher will correct the examples which the students of arithmetic have done by themselves on their papers. The teacher will explain why anything is incorrect. Concerning addition, the teacher will, for example, ask them: "Why do we begin with deniers?" "Why do we reduce the sous to deniers and the livres to sous?"² The teacher will ask other similar questions, as needed, and will give the students a full explanation.

²Deniers, sous, and livres may be roughly translated as farthings, pence, and shillings.

CHAPTER VI

Spelling

Teachers will take care to teach spelling to the students who are in the sixth level of round hand writing and of Italian script. The Director will see to this. The manner of teaching them spelling will be to have them copy letters written by hand. They will copy especially such things as it may be useful for them to know how to write and of which they might later have need, such as notes of hand, receipts, agreements with workers, legal contracts, bonds, powers of attorney, leases, deeds, and official reports). This is done so that they may impress these things on their memories and learn to write similar ones.

After they have copied these kinds of writings for some time, teachers will have them make and write by themselves some notes of hand, receipts, agreements with workers, some bills for different kinds of work done by the hour, bills for goods delivered, estimates by workers, and the like.

Teachers will also oblige them at the same time to write what they remember of the Catechism which has been taught them during the week. They will be obliged to write especially what has been taught them on Sundays and holy days, or on Wednesdays just before a holiday, if there has been no holy day in the week. If it appears some of them are unable to do this, the teacher will have them write the lesson of the Diocesan Catechism which they have learned by heart in the past week. They will be obliged to write this lesson from memory and without looking at the book. For this purpose, they must have a notebook, which they will bring to be corrected Tuesday and Friday or any other day on which arithmetic is taught. The students must do this so that teachers may correct the examples of arithmetic and the mistakes in spelling in what they have written. Teachers will, in their own writing, add the letters which students have omitted or correct the errors after having drawn a line through the latter.

Teachers will require that the students whose writing has been corrected for spelling rewrite it at home. They will be obliged to make a fair copy, just as the teacher had corrected it. The next time that their spelling is corrected the teacher will carefully check if they have acquitted themselves of this duty.

Spelling will be taught in the following manner also. The teacher will dictate, for example, *Dieu tout puissant et misericordieux*. All will write; one student alone, while writing, will spell the syllables aloud. *Di-eu tout puis-sant et mi-se-re-cor-di-eux*. If the student has said anything wrong in spelling, for instance, saying *mis* instead of *mi-se*, the teacher or whoever is dictating will correctly repeat the letter or the syllable that this student has said incorrectly. The one dictating will be careful to indicate where periods and commas are to be placed.

After what has been dictated has been written, the teacher will make one student spell aloud what the others have written. All the others will spell along with the reader in a low voice.

The teacher will take care that this student who is spelling aloud state when there are acute or grave accents, and name the letters upon which these accents are to be placed; and state when

there is a period, a colon, a semicolon, a comma, an exclamation point, or an interrogation mark. Those who have made mistakes on their papers will correct the mistakes for themselves.

The students will write their spelling on the back of their paper. They will write the fair or corrected copy in the paper folded in squares.

CHAPTER VII

Prayers

ARTICLE I

Daily Prayers that Are Said in School

At the opening of school at eight in the morning and as soon as the bell has ceased ringing, all will make the sign of the cross and then by saying *Veni Sancte Spiritus* and what follows. In the afternoon, the *Venez Saint Esprit*. This is as indicated in the *Le Livre des Exercise de Pieté des Ecoles chrétienne (sic)*. Before and after breakfast and lunch and during the entire school time from 8:30 until 10:00 in the morning and from 2:00 until 3:30 in the afternoon, the prayers which are indicated in this same book will be said.

There will always be two or three students, one from each class, kneeling and reciting the rosary in some place in the school which has been chosen by the Director or the Inspector and arranged for this purpose. At each hour of the day, some short prayers will be said. These will help the teachers to recollect themselves and recall the presence of God; it will serve to accustom the students to think of God from time to time and to offer God all their actions, and so to draw upon themselves God's blessing. At the beginning of each lesson, a few short Acts [prayers] will be said to ask of God the grace of studying well and learning well.

The morning prayers will be said at 10:45, if the students assist at Holy Mass during school. If they do not assist at Holy Mass before the end of school in the morning, the morning prayers will be said at 10:00 o'clock.

In the afternoon, the evening prayers will be said at the end of school at 4:30. During the winter, from the first school day in November until the end of January, these prayers will be said at 4:00 o'clock.

ARTICLE II

Meditations at Morning Prayers and Examination of Conscience at Evening Prayers

There are five meditations in the morning prayers for the five school days of the week. All of them will be read each day, a short pause being made after each one. The student who is leading the prayers, after having read all of these meditations, will repeat the one to which special attention is to be given that day. Then a pause of the duration of a *Miserere*¹ will be made. During this time, the teacher will make a little exhortation, suited to the capacity of the students and on the subject of this meditation.

¹The duration of the pause is roughly equivalent to the length of time required to recite the Fiftieth Psalm, which begins with the word Miserere.

All of these five meditations will be repeated in the order indicated and each in turn will serve as the subject of an exhortation on each of the five school days in the week. An examination of conscience is part of the evening prayers. This examination contains those sins which children most ordinarily commit. The examination is divided into four articles, and each article is subdivided into five points. Only one of these articles will be read each day, and this same article will be read every day during that week. Thus, the four articles will be read in four weeks.

Each teacher will explain to the class one of the points of the article which is being read during that week. Teachers will make known in detail to the students the sins which they are liable to commit, without ever deciding whether the sin is mortal or venial. Teachers will, at the same time, seek to inspire horror of these sins and suggest the means of avoiding them.

ARTICLE III

Prayers Said in School on Special Occasions

On all Saturdays and on the eves of the feasts of the Blessed Virgin, the litany of the Blessed Virgin will be recited after evening prayers.

On the eve of Christmas, of the Epiphany, and of the Purification, the litany of the Holy Child Jesus will be recited at the end of evening prayers.

On the eve of the Feast of the Circumcision, the litany of the Holy Name of Jesus will be recited. On the eve of the Feast of Saint Joseph, the litany of that saint will be recited.

All of these prayers will be recited in the manner that is indicated in the *Le Livre des Exercice de Pieté des Ecoles chrétienne (sic)*.

During the octave of Corpus Christi and on the Monday and Tuesday before Lent, the following is to be done. Instead of the rosary which is usually said in school, students from each class will be sent two by two, to adore the Blessed Sacrament in the nearest church where it is exposed. If there are three classes they will go by three, and in greater number according to the number of classes. They will remain there kneeling for a half hour. However, care will be taken that there always be one student capable of insuring the good conduct of any of these groups.

On the three Ember Days, on the Feast of Saint Mark, and on the Rogation Days, the litany of the Saints will be recited in the morning after the prayer which is said on entering school and immediately before the prayer which is said before breakfast. This litany is recited for the needs of the Church the special intention on these days, and for the priests and other ministers of the Church who are to be ordained on that Ember Saturday.

Whenever in the school the sound is heard of the little bell which warns that the Blessed Sacrament is being carried to some ill person, all the students will kneel down. Each student will use this time to adore the Blessed Sacrament, until the teacher makes a sign to rise.

When one of the teachers in the town dies, the psalm which begins *De profundis* will be said for the repose of the teacher's soul. This prayer will be said on the first three school days after

the teacher's death. It is to be said at the end of prayers, both in the morning and in the evening before the Benediction. The leader of prayers will say one versicle, and the other students will say the next. When the psalm is finished, the leader will say the collect which begins *Inclina Domine*. In all the other Houses of the Institute, on one day a *De profundis* with the collect which begins *Inclina* will be said in school.

When a student of one of the classes in a school dies, the psalm which begins *De profundis* and the collect which begins *Inclina Domine* will be said at the end of the evening prayer on the first school day after the death, provided the student at least seven years old.

No other prayers will be said in school; there will be prayers on no other occasions than those which are indicated in the present article. Nothing will be added to the prayers indicated in the present article without the orders of the Superior of the Institute. In case of some public necessity or for some other occasion which concerns the needs of the Institute, the Superior may add the litany of the Blessed Virgin or some other short prayer at the end of prayers, and for a specified time only.

ARTICLE IV

Posture of the Teacher and the Students During Prayers, the Manner of Saying Them, and the Order that Should Be Maintained

Teachers will act during prayers, as well as on all other occasions, as they wish the students to act. To effect this, during the prayers on entering school, the morning prayers, the night prayers, the prayers said at the end of school, and the Acts which are said before going to Holy Mass, teachers will always remain standing before the teacher's chair with a very serious demeanor, very restrained and thoroughly composed, with arms crossed, and maintaining great decorum. In this way, teachers will give an example to the students of what they should do during this time.

The students will always kneel in orderly rows. They will keep their bodies erect, their arms crossed, and their eyes lowered. The teacher will watch that they do not move, that they do not change their position, that they lean neither on the bench before them nor on the one behind them, that they do not touch the benches nor seat themselves on their heels, that they do not turn their heads to look around them, and, above all, that they do not touch one another, something they will not do if the teacher sees that they always keep their arms crossed.

During the other prayers which are said at various times in school, teachers and students will remain seated at their places, with their arms crossed, and with the same decorum that they should maintain at morning and evening prayers, as described above.

There will be in each school one student of the principal class who will be appointed to begin all the prayers which are said in that school. For this reason, this student will be called the Leader of Prayers.

This student will alone announce all of the titles of the Acts, the meditations, and the examination, all according to the usage established in the schools.

The Leader will be especially careful to say the prayers in a loud voice and in a manner intelligible to all, saying the prayers very slowly, so that the others can hear very distinctly all that is said, even to the least syllable, and observing all of the pauses. Meanwhile, teachers will see that the students do not shout out and that they do not speak too loudly. Students should recite their prayers so that they can barely be heard.

All of the students will follow the Prayer Leader in such a manner that they will not say a single word either before or after the Leader of prayers does. They will stop at all the pauses and pause as long as the Leader does. In this way, there will be no confusion. Students will prepare to say the prayers as soon as the bell begins to ring, and the Leader of Prayers will begin as soon as it has stopped ringing.

All will make the sign of the cross every time that the words *In nomine Patris, etc.* or *Au nom du Père, du Fils, etc.* are said and in the Benediction at the words Father, Son, and Holy Ghost.

Teachers will not speak neither to any particular student nor to them all in general during prayers, either to reprimand them or for any other reason. Teachers will not correct any student during this time for any reason whatsoever. If a teacher notices someone who is doing something reprehensible and who deserves chastisement, the teacher will defer it to another time. Teachers will likewise abstain from everything that could distract the attention which the students owe to the prayers, and from everything that might cause distraction, such as making a student move from one place to another, and the like.

The principal duty of teachers during prayers will be to watch with very great attention over all that takes place in the school. Teachers will also watch over themselves, and much more during this time than at any other. In this way, they will not do anything inappropriate and, above all, they will not be guilty of any frivolity.

CHAPTER VIII

Holy Mass

It will be so arranged everywhere that the students assist at Holy Mass in the nearest church and at the most convenient hour.

The most convenient time to go to Holy Mass is at the end of school [in the morning.] In order to go at this time, it will be necessary that the Mass should not begin much before 10:30. In this way, there may be time to say the morning prayers before going to Holy Mass, beginning them at 10:00 o'clock.

If it is not possible to go to Holy Mass at the end of morning school, it will be arranged to go at or around 9:00 o'clock.

ARTICLE I

Manner in Which the Students Should Leave School to Go to Holy Mass and How They Should Deport Themselves on the Street When on the Way

When the students are to attend Holy Mass after morning school, they will prepare to leave the school in the same manner they follow in the afternoon as they prepare to leave school at the end of the day. The manner to be followed is indicated in the Chapter XI (sic), which treats the topic of leaving the school.

When the students are to assist at Holy Mass during school time, they will leave school in the order of the benches. The first on a bench will take the second one as companion, the third one will take the fourth one, and so on with the others. Teachers will see to it that all leave the school in silence, that all leave the school with great decorum and reserve, and that, while on the street on their way to the church, they walk two by two in a line. They are not to leave their companion or walk apart from the time they leave the school until they are kneeling in the church.

Teachers will take care that the students do not go too near the walls, the shops, or the gutter, and that they walk immediately behind the ones who precede them, only two paces apart. Teacher will also take care that the students walk sedately and without making any noise, and will urge each pair to say the rosary or some other prayers in a low voice. In this way, they will be more attentive to themselves, more restrained, and more modest.

Teachers will watch very carefully over the students at this time. It would, however, be best if the students are not aware of the extent of the vigilance over them.

By their modesty and restraint, teachers will give an example of the manner in which they should walk. In order may more easily to see the students and observe how they behave themselves on the way to Holy Mass, teachers will walk on the opposite side of the street from them, the students walking ahead of the line, with their faces sufficiently turned toward their students to be able to see them all.

While on the street, teachers will not admonish students for any faults of which they may be guilty, but will wait until the next day, just before going to Holy Mass, to correct them.

Finally, teachers will take care from time to time to warn the students in the school, while they are preparing to leave or while the students of the other classes are going out, concerning the manner in which they should walk on the street and behave in the church, and of the edification which they are obliged to give their neighbor. Teachers will urge the students to good conduct through Christian motives. They will also make the students understand that they will be more exact to punish lack of restraint and the faults that are committed on the street and in the church than those which are committed in school. The reason for this is the scandal which students would give those who might see them on the street.

ARTICLE II

Manner of Entering the Church

Teacher will take the greatest care to have the students enter the church in silence and in a particularly respectful manner.

It would be well that teachers always enter the church before their students. Those who follow a teacher should, while watching over their own students, be careful to watch over those students who remain in the street. It is important that teachers should watch carefully over the conduct of students, especially when they are entering the church. Teachers should prevent them from making any noise either with the tongue or with the feet, and should require them to walk very modestly, with their eyes lowered. In this way, students will behave on the street in the manner indicated above and without the least confusion.

There will be one student, called the Holy Water bearer, who will have the duty of offering Holy Water to all the students. This will be offered to them one after another as they enter or leave the church.

This student will enter church first, and from time to time, will take Holy Water from the font with the aspergill. The Reader will hold the aspergill in such a manner that all the students can easily touch it.

Teachers will not permit students to take Holy Water directly from the font, but will have them take it properly from the aspergill in a manner which manifests the piety with which one should do this act. When the students reach the place in the church assigned to them, they will all kneel, one after another.

Teachers will have the students seated in proper order in the church, and placed two by two one pair behind another. Ordinarily, they will be placed in several ranks of two each depending upon the width and length of the place that they occupy. They will be seated in such a manner that those in a same row or rank, both lengthwise and crosswise will be exactly beside or behind one another in a straight line. If there are pillars in the middle of the section which they occupy, the students will be seated in such a manner that those of a same class will be between the pillars and

the wall. In this way, each teacher may be able to see all of the students easily and watch over them. The students will be trained to take their respective places without the teachers being obliged to attend to them.

ARTICLE III

What the Students Should Do During Holy Mass

The teacher of the lowest class in each school will see that the student who has charge of rosaries always brings them to church and that one be given to each student who does not know how to read. There will be as many of the best behaved students appointed to distribute the rosaries as there are ranks of two in the church. As soon as the students are kneeling, the keeper of rosaries and the keeper's assistants will distribute the rosaries to each one in the assigned rank (going from the top of the rank to the bottom). They will collect the rosaries in the same manner at the end of Holy Mass. They will take care to collect them all and to lose none of them.

Teachers will take great care that all those who have rosaries use them to pray continuously. When students are being taught in school how to say the rosary, teachers will show them how to hold it. Teachers will require them to hold it in such a way that it may be easily seen.

Each of those who know how to read will have a *Un Livre des Prieres de la Sainte Messe é l'usage des Ecoles chrétienne etc.* and will use it during this time.

In order to avoid the noise and confusion which it might occasion, students who assist all together at Holy Mass on school days will not rise when the priest reads the Gospels. Teachers will, however, recommend that they make the sign of the cross three times at the beginning of each Gospel and at the response, *Gloria tibi Domine*, the first on the forehead, the second on the mouth, and the third on the breast.

When the bell is rung to warn the faithful to prepare for the Consecration, all who have books will place them under their arms and all of those who have rosaries will put them on their arms. Then all including teachers will clasp their hands until after the Elevation of the Chalice. When the bell is rung for the Elevation both of the Host and of the Chalice, all the students will bow their heads and bend slightly forward to adore Our Lord in the Host and in the Precious Blood in the Chalice.

ARTICLE IV

The Duties of the Teachers During Holy Mass

Teachers will keep a continuous watch over their students during Holy Mass, observing the manner in which the students behave and the faults that they may commit. They will prevent students from speaking with each other, from passing anything to one another, from exchanging books, from pushing each other, or from doing any other of those foolish things which are only too common among children.

To prevent the students from falling into all these faults and into all the others which they could commit during Holy Mass, the three following means will be used. First, teachers will oblige the students to hold their books with both hands and not cease reading them. Second, the teachers will be sure to position themselves so that the faces of the students can be easily seen. Third, teachers will always separate the students as much as possible from each other as far as space and the arrangement of the place will permit.

Except in the case of great necessity, teachers will not leave their places to reprimand students when they commit a fault. Neither will they threaten students in the church. Teachers should be persuaded that it is not for their own benefit that they assist at Holy Mass when they take their students. They are there only in order to watch over the students. This is, therefore, the only thing of which they will think, and they will do it with attention. They will not have any books at this time, and they will be content with a simple attention to the Sacrifice.

They will take care that students bring nothing into the church that is improper or that might be a subject of distraction, as their papers could be when they have finished writing them. If they bring a brazier during winter, they should put it near to themselves in some place where it cannot be seen. They should not make use of it when in the church.

ARTICLE V

What Must Be Done When Entering the Church After Mass Has Already Begun and Is Advanced

If Holy Mass has begun and is already advanced when the students reach the church, they will still be made to assist at it unless there is another Mass beginning a little later. If there is another Mass which begins immediately after the one at which they arrived late, they will remain until the end of the second Mass. If, however, there is no other Mass following, they will remain in the church for as long a time altogether as it would take for an entire Mass, including the time of the Mass at which they assisted in part.

Great care will be taken that the students get to church and are in their places and kneeling before the Mass begins. All necessary steps to effect this will be taken, even if it is necessary to send a student to the church to give notice of their coming or to request that the bell be rung a little sooner or that the Mass begin a little later. This point is of very great importance. In case of necessity, it is better to omit the prayers in the school rather than to fail to assist at Holy Mass.

When it is not possible to have the students assist at Holy Mass on account of sleet or extraordinary rain, they will say the rosary in school. The students will stand for the rosary. Part of them will begin *Ave Maria*, and so forth, and the others will continue *Sancta Maria*, and so forth.

ARTICLE VI

How the Students Will Leave the Church

When Mass has ended students will leave church for school after a pause about as long as it takes to say a *Pater Noster*. The teacher or whosoever is in charge of the class that should be the first to leave will give the usual signal. Once the signal is given, all of the students of one rank will rise, make a genuflection, and at once leave their places to go out as they came, two by two. The same procedure will be followed for all the other vows. All teachers will do the same with their own class.

When the students go home after Mass, they shall be dismissed two by two. This is the same as the way in which they went from the school to the church. The Director, the Inspector of Schools, or one of the teachers who has been charged with this duty will stand at the door of the church and see that the students do not play or make any noise in the street. This teacher will take note of those who do or who stop on the way. All the students will always walk two by two in the streets and in the church, the pairs always be at least four paces away from each other. This will avoid noise and confusion. The teachers will take care to instruct the students concerning the manner of entering and of leaving the church.

ARTICLE VII

Assistance at the Parish Mass and at Vespers

The students will be taken to the parish Mass when this can be easily done. They will also be taken to the nearest and most convenient church for vespers after Catechism on Sundays and holy days of obligation. It is the duty of the Superior of the Institute to decide what should be done about. Teachers will explain to their students the purpose of the Parish Mass and the manner of assisting at it. If there is a sermon, they will take care that the students listen to it very attentively and respectfully. Teachers will inspire the students with a great respect and affection for the offices of the Church, especially for those which are celebrated in their own parishes. Students will, therefore, assemble in the church on Sundays and holy days of obligation. They will be required to be there before the *Asperges*, or blessing with Holy Water, and to remain until the end of the Mass. If there are benches for them in the church, they will sit there. Teachers will see that they do so in proper order. They will sit, stand, or kneel according to the practice of the diocese or the parish.

They will, however, all kneel during the Offertory, and until the Preface if there is no Offering. They will kneel until the Offering, if there is one and it is made immediately after the Offertory. This will help them unite themselves during this action with the intention of the priest and also to offer themselves to be consecrated entirely to God. They will stand throughout the Preface and will all kneel when the *Sanctus* is sung. They will remain kneeling until the end of the Mass.

If there are no benches for the students, they will stand all the time that the others are seated except during the Offertory. Teachers who are present to watch over them will see that they are always well lined up and in good order.

During the Parish Mass and during vespers, teachers will always keep the students in sight and will take care that those who do not know how to read say the rosary as on other days. They will take care that those who know how to read have *Le Livre des Prierer de la Sainte Messe* in their hands all the time at Mass and a *Livre d'office* throughout vespers, and they will see to it that

they read them continuously. When the students leave the church after the Mass and after vespers, the same order will be observed as after Holy Mass on school days.

When the Blessed Bread¹ is given for the students, the one who has charge of the rosaries will bring a basket in which to put it. At the end of the Mass, this student will distribute the Bread to them all in turn.

¹In France, it was frequently the custom for different families in a parish to make (in turn) an offering of small loaves of bread or rolls. This bread is blessed at the High Mass and then distributed to the faithful present.

CHAPTER IX

The Catechism

ARTICLE I

Time to Be Employed in Teaching Catechism and the Parts to Be Taught

The Catechism will be taught every day for a half hour from 4:00 until 4:30 in the afternoon.

From the first day of November until the last of January inclusive, the Catechism will be taught from 3:30 until 4:00 o'clock.

On the Wednesdays preceding holidays, it will be taught for one hour from 3:30 until 4:30 in the afternoon. In the winter, it will be taught from 3:00 until 4:00 o'clock. It will also be taught for one hour on the eve of the Feast of Saint Joseph, of the Presentation of the Blessed Virgin, of the Transfiguration of Our Lord, and of the Exaltation of the Holy Cross. When there is a holy day in the week, there will be only a half holiday in the afternoon, on Tuesday or Thursday. On that day in the morning, the lessons will be shortened, and the Catechism will be taught for a half hour at the end of school. On Wednesday afternoon in Holy Week the students will have neither reading nor writing. Only the Catechism will be taught, from 1:30 until 3:00 o'clock as is done on Sundays and holy days. The same will be done on the eves of the Feast of the Most Holy Trinity and of Christmas. At 3:00 o'clock the end of Catechism, the prayers will be said, and the students will be dismissed in the regular manner.

On Wednesdays before full holidays and on Sundays and ordinary holy days, Catechism will be taught in all the classes. The first half hour will be spent on a summary of the principal Mysteries. The rest of the time will be spent on the subject indicated for the week.

On solemn feasts for which there is a particular subject in the Catechism, the subject of the feast or of the Mystery will be taught, as it is indicated in the Catechism.

The Catechism will be taught on the afternoon of Wednesday in Holy Week as follows. From 1:30 until 2:00 o'clock, the teacher will explain the principal Mysteries. From 2:00 until 3:00, the teacher will explain the manner in which the ensuing days until Easter Sunday should be spent. On the eves of the Most Holy Trinity and of Christmas, the same will be done. On Mondays, the subject that will be treated throughout the week will be begun. On Sunday, the last day on which this subject is treated, a summary will be made of all that has been propounded during the five days of the week. In those classes in which only the abridgment of Christian Doctrine is taught, the teacher will also examine the students on all of the questions contained in the lessons for the preceding five days. On Sundays and holy days and on Wednesdays before a whole holiday, the Catechism lesson will be on the particular subject assigned for the week.

ARTICLE II

Manner of Asking Questions on the Catechism

Teachers will not speak to the students during Catechism as though they were preaching, but will ask the students questions and subquestions almost continuously. In order to make them understand what is being taught, a teacher will ask several students, one after another the same question. Sometimes the teacher will ask it of seven or eight, or even of 10 or 12, sometimes of even a greater number. The teacher will question the students in the order of the benches. If, however, the teacher notes that several in succession cannot answer a question or do not do it well, the teacher may call upon one or several out of the regular order and in different parts of the class. Then, after having given the signal once, the teacher will make a sign to another to answer. After one or several have answered, the one upon whom the teacher had called before in the regular order will be called on.

The teacher will question all of the students each day, several times, if possible. However, the teacher will interrupt the regular order and the sequence from time to time to question those observed to be inattentive or, worse ignorant. A special effort will be made to question, much more often than the others, those whose minds are slow and dull and who have difficulty in remembering. This is particularly necessary with the Abridgment of Christian Doctrine, especially more so on those questions in it which every Christian must know.

On the days of the week upon which the Catechism lesson is given for half an hour on the summary of the principal Mysteries, that is, on Wednesdays or on Sundays and holy days, teachers will not question students on the summary in succession in the order in which they are seated on the benches, as done for the lessons on the subject assigned for the week. Neither will they ask the questions in succession in the order in which they are in the Catechism. A teacher may sometimes one question one or more students in different places around the room. Similarly, a teacher might ask sometimes one or more questions on the Mysteries, sometimes one or more questions on the Sacrament of Penance, sometimes one or more questions on the Holy Eucharist or some other subject. These questions will be asked in the above manner and without regular order. The teacher will continue to ask questions on the summary in this manner throughout the first half hour. In the questions, the teacher will make use of only the simplest expressions and words which are very easily understood and need no explanation, if this is possible making the questions as short as possible.

No answers are to be given word by word in a single word or two. It will be required that complete answers are to be given in complete sentences. If a little child or some ignorant one is unable to give an entire answer, the teacher will divide the question in such a way that the child may give in three answers what could not be given in one.

If it even happens that a student slow in mind cannot repeat properly an answer that several others have already given one after another, the teacher will, in order to help the student to remember the answer have it repeated four or five times alternately by a student who knows it well and by the one who does not know it. This is done to make it much easier for the slower student to learn.

ARTICLE III

Duties of the Teacher During Catechism

One of the principal tasks of the teacher during Catechism is to conduct the lessons in such a manner that all the students will be very attentive and may easily retain all that is said to them. To effect this, teachers will always keep all of the students in sight and will observe everything they do. Teachers will be careful to talk very little and to ask a great many questions.

Teachers will speak only on the subject assigned for the day and will guard against departing from it. Teachers will always speak in a serious manner, which will inspire the students with respect and restraint. They will never say anything vulgar or anything that might cause laughter, and will be careful not to speak in a dull way which could produce weariness. In every lesson teachers will be sure to indicate some practices to the students, and to instruct them as thoroughly as is possible concerning those things which pertain to morals and to the conduct which should be observed in order to live as a true Christian. They will reduce these practices and these matters of morals to questions and answers. This will make the students very much more attentive and make them retain the answers more easily. Care must be taken not to disturb the Catechism lesson by untimely reprimands and corrections. If it happens that some students deserve punishment, it should ordinarily be postponed until the next day, without letting them notice it. The punishment will then be given just before Catechism. The teacher may, however, sometimes, but rarely and when considered unavoidable give a few strokes of the ferule during this time.

On Sundays and holy days, when the Catechism lasts three times as long as on the other days, teachers will always choose some story that the students will enjoy, and will tell it in a way that will please them and renew their attention, with details that will prevent the students from being bored. Teachers will say nothing during the Catechism lessons that they have read in some well-approved book and of which they are not very certain.

Teachers will never decide whether a sin is venial or mortal. They may only say, when they judge this to be the case "That will offend God very much." "It is a sin very much to be feared." "It is a sin that has evil consequences." "It is a grievous sin." Although sins should not be considered more grievous than they are, it is, however, more dangerous to make them appear slight and trifling. A great horror of sins, however slight they may appear, must always be inspired. An offense against God cannot be slight, and nothing that concerns God can be trifling.

Teachers will plan that the questions, the subquestions, and the answers to the subquestions fulfill the following four conditions: 1) they must be short; 2) they must make complete sense; 3) they must be accurate; and 4) the answers must be suited to the capacity of the average and not of the most able and most intelligent students, so that the majority may be able to answer the questions that are asked of them.

Teachers must be so careful in the instruction of all their students that they will not leave a single one in ignorance, at least of those things which a Christian is obliged to know in reference both to doctrine and to practice. In order not to neglect a matter of such great importance, teachers should often consider seriously that they will render an account to God and that they will be guilty in God's sight for the ignorance of the children who have been under their care. They will be held accountable for the sins into which this ignorance has led the students, if they have been in charge of them but have not applied themselves with sufficient care to deliver the students of their ignorance. Teachers should often consider that there will be nothing on which God will examine them and by which God will judge them more severely than on this point.

Teachers will help students to apply themselves perfectly to the Catechism. This is not naturally easy for them and ordinarily does not last long. For this purpose, teachers will employ the following means: 1) they will take care not to rebuff or to confuse students, either by words or in any other manner, when they are unable to answer properly the question which has been asked them; 2) they will encourage and even help them to say what they have difficulty in recalling; and 3) they will offer rewards, which they will give from time to time to those who have been the best behaved and the most attentive, or sometimes even to the more ignorant who have made the greatest effort to learn well. They will employ various other similar means, which prudence and charity will enable them to find, to encourage students to learn the Catechism more readily and to retain it more easily.

ARTICLE IV

Duties of Students During Catechism

During the time when the Catechism is being taught, students will be seated, their bodies erect, their faces and eyes turned toward the teacher, their arms crossed, and their feet on the floor. The teacher will indicate with his signal the first who is to be questioned. Before answering, those questioned will rise, take off their hat, make the sign of the cross, removing their gloves if they are wearing them, and cross their arms. Students will answer the question in such a way that, by including the question, the answer will make complete sense.

When the first student has almost finished answering, the one who comes next will rise, make the sign of the cross, saying the words in a tone low enough not to interrupt the one who is reciting and, making sure of having completed the sign of the cross by the time the other one has finished, repeat the same answer, unless the teacher should ask another question. All of the others who follow on the same bench or on the next bench will do the same.

If the teacher should happen to call upon one or several students in succession out of the regular order, the one whose turn it was to answer will remain standing during all of this until notified to speak, or until one of those called out of turn gives the correct explanation. When that student finishes, the one whose regular turn it was will resume answering. When answering during Catechism students will keep their eyes modestly lowered, will not stare fixedly at the teacher, and will not turn their heads slightly from side to side. They will keep their bodies erect and both feet properly placed on the floor. They will speak in a moderate tone, rather low than loud, so that they will not be heard by the other classes and the other students will be more attentive. They will, above all, speak very slowly and distinctly, so that not only the words but also all of the syllables may be heard. Teachers will see that a student pronounces all the syllables particularly the last ones.

All students will be very attentive during the entire Catechism lesson. Teachers will not allow them to cross their legs nor put their hands under their garments, so that they do not do the least thing contrary to purity. A teacher will not permit any student to laugh when another has not answered properly, nor any one of them to prompt another who is unable to answer. The teacher will see to it that the students leave the room as infrequently as possible during Catechism, and then only in case of great necessity.

ARTICLE V

Particular Details Concerning Catechism for Sundays and Holy Days

On all Sundays and holy days, there will be Catechism for an hour and a half. The exceptions are Easter Sunday, Pentecost Sunday, Trinity Sunday, and Christmas Day. On these days, there will not be any Catechism. The students will assemble during the half hour preceding the time for Catechism. While they are assembling, they will question one another in pairs on the Diocesan Catechism, it is done during breakfast and lunch. The teacher will indicate those who are to question one another and repeat the Catechism at this time.

In places where vespers are sung at 3:00 in the afternoon, the Catechism will be taught from 1:00 until 2:30 and the students will assemble between 12:30 and 1:00. At 2:30, they will say the prayers which are ordinarily said every day in the afternoon at the end of school. After that, if there remains sufficient time, some verses of a canticle will be sung as usual. The students will then be taken to vespers.

In places where vespers are sung at 2:30 the Catechism will begin at 12:30 and will be finished by 2:00. At 2:00, the prayers will be said and the students will be taken to the church as indicated above.

In places where vespers are sung at 2:00, the Catechism at 12:30 will be on the summary. From 1:00 to 2:00, the Catechism will be on one special subject. The prayers will not be said. At 2:00, the students will be taken to the church for vespers. After vespers, they will be sent home.

During the first half hour, the Catechism will be on the Abridgment. Teachers will do nothing but ask questions, without giving any explanations. Teachers will not speak on one subject only, but will ask various questions on the Abridgment without following any regular order. During the next hour, the Catechism will be on the entire subject which has been taken in parts on each of the days of the preceding week or on the subject of the feast. During this time, teachers will question all of the students several times. At the end, they will make some practical applications, which should be the fruits that the students ought to obtain from the subject which has been expounded to them. Students who do not regularly attend the school may be admitted to the Catechism provided they cause no disorder.

CHAPTER X

Dismissal of School

ARTICLE I

Manner in Which the Students Should Leave the School

The students of the lowest classes will leave the school before those of the higher ones. For example, those of the lowest class will be the first to leave, those of the next to the lowest will follow them, and so on for the other classes up to the highest. When there are three or more classes in the school of a neighborhood, the students of the lowest class will leave while the canticles are being sung. They will leave their classroom and the school two by two each one with the companion with whom they have been assigned).

The students will leave their classrooms in order and in the following manner. When the teacher makes a sign to the first student on a bench to rise, this student and the one who has been assigned as this student's companion will leave their places with hats off and arms crossed. They will both stand side by side in the middle of the classroom. After having made a deep bow before the crucifix, they will turn and bow to the teacher. If the Director, the Inspector of Schools, or some strangers happen to be in the classroom at this time, they will bow to them before bowing to their teacher. After this, they will leave with decorum, their arms crossed and their hats off until they are outside the classrooms.

When the first two students reach the middle of the room, the next in order on the same bench as the first will rise with the student following. They will likewise go to the middle of the room and will then make their bow like the other two.

All of the students of every class will go out in the same order and in the same manner. Teachers will see that they always walk two by two the pace a few feet apart, until they reach their homes.

ARTICLE II

Prayers To Be Said by the Students While Leaving Classes

As soon as the singing of the canticles is finished, the *Pater Noster*, the *Ave Maria*, the *Credo*, the *De profundis*, and the *Miserere* will be recited aloud. The leader of prayers will say alone in a loud and distinct tone: "Let us pray that God may preserve our living benefactors in the faith of the Holy Catholic, Apostolic, Roman Church and in his Holy Love, and let us say *Pater Noster*," and so forth. The other students will then join in reciting these prayers in a lower tone until the end of the Creed.

After the Creed has been recited, the leader will say: "Let us pray for our benefactors who are dead, and let us for the repose of their souls let us say the *De profundis*, *Requiem aeternam*, *A porta inferi*, and *Domine exaudi*," and so forth. All of these

prayers will be said alternatively in the manner that is usual in the school. Then the same prayer leader will say "*Oremus, Fidelium Deus,*" and so forth. The others will reply: "Amen."

When these prayers are finished, the leader will continue to say alone in a loud voice: "Let us pray God to forgive us the faults which we have committed in school today, and let us say for that intention the *Miserere mei Deus.*" This psalm will be said alternately, like the psalm *De profundis*. The leader will say one entire versicle, the students will all say the one following together.

When the students have left the classroom, they will cease to pray aloud to God and will walk in silence, following each other in order.

Teachers will, however, exhort their students to walk with much restraint and decorum from the school to their homes and will take measures to compel them to do so. They will also urge each pair to recite the rosary together for the entire way. This will keep them in control and will without doubt be most edifying.

ARTICLE III

Duties of the Teachers While the Students Are Leaving the School and After They Have Left It

One of the teachers, if there are more than two will supervise the departure of the students from the last classroom to the street door, at the same time watching what takes place in that classroom. If there are only two teachers, one of them will watch over both classrooms and make the students go out in order. The other will watch at the street door. The one to whom this duty at the door has been assigned by the Director will make sure that the students leave the school with order and restraint. This teacher will see to it that the companions do not leave each other and that in the street they do not throw stones or shout, that they do not approach too near to each other, and that they disturb no one.

Teachers will especially recommend to their students not to satisfy their natural necessities in the streets, since this is a thing contrary to decency and modesty. They will admonish them to go for that purpose to places where they cannot be seen.

As a teacher cannot see what takes place except in the street where the school is situated, the Director or the Inspector of Schools, with the teachers will direct some of the students to observe what occurs in the neighboring streets, especially where there are many students and to report faithfully what they have observed.

However, these students must merely observe and not say a single word. If they do, they should be punished or some penance should be imposed upon them for having spoken.

When all students have left the school, and the last two have reached the street door and greeted the Inspector of Schools or the teacher there, one of them will make a hand sign to this teacher that there are no more students and that the teacher may go in. The teacher will re-enter the

school immediately. When all of the teachers are assembled in one of the classrooms and are kneeling before the crucifix, if the school is in the house where the teachers live the Inspector of Schools or the head teacher will say, "Live Jesus in our hearts." The others will answer: "Forever." They will then all go to the living quarters. If, however, the school is at a distance from the House, the teacher will say, "*Dignare me laudare te,*" and so forth. The others will answer: "*Da mihi virtutem,*" and so forth. After this, the *Pater Noster* will be said. They will then all leave the school in silence continuing to say the rosary all the way to the Community House. When they have arrived there, they will go to the chapel and say the prayer *O Domina mea*. After that, they will say: "Live Jesus in our hearts. Forever."

CHAPTER I

The Vigilance Which the Teacher Must Show in School

The vigilance of the teacher in school consists particularly of three things: 1) correcting all the words which are mispronounced by a student when reading; 2) making all the other students who have the same lesson follow along when any one of them is reciting; and 3) enforcing a very strict silence. The teacher should constantly pay attention to these three things.

ARTICLE I

Care Which a Teacher Should Take in Correcting Words and the Proper Manner of Doing So

The teacher must be very exact in correcting all of the words, syllables, and letters which a student pronounces badly when reciting the lesson, being convinced that the students will advance much more rapidly in reading when the teacher is exact on this point.

A teacher will not say a word or make any movement of the lips when making corrections in reading, but instead will immediately sound the signal twice. At once, the student who is reading will repeat the last word said. If the student again pronounces the word incorrectly or repeats a word other than the one that has been mispronounced, the teacher will continue to strike the signal in the same manner until the student pronounces correctly the word that has mispronounced. If the student continues to mispronounce the word three times without perceiving the error made or without correcting it, the teacher will signal another student to do so. This student will say only the letter, the syllable, or the word which the first has said incorrectly, and the latter will now repeat the correction two or three times.

When a student makes a mistake in the lesson, the teacher must be exact in striking the signal at the very moment that the mistake is made. In this way, the student will not be obliged to look for the word that has been mispronounced. If, nevertheless, a student mispronounces a word and continues to read two or three words before being stopped by the signal (for instance, if in reading *Seigneur Dieu Tout puissant et _ternel*, the student should make a mistake on the first syllable), care must be taken not to let the student continue without correction. On this occasion and on all other such occasions, the signal must be repeatedly struck twice in quick succession until the student finds the word that has been mispronounced. Or, the teacher will at first strike three times to indicate that the word at which the signal is struck is not the one that has been mispronounced. If a student who is reading by syllables fails to pronounce properly and cannot make the correction without assistance, sign must be given to some other student to offer the correction. This latter student will not only say the syllable which the other has said incorrectly, but will repeat the entire word, pronouncing each syllable one after another. For example, if the reader, instead of saying *semblable*, should say *semblabe*, the student who offers the correction will say *semblable* and not only the syllable *ble*. The teacher will take great care that the students who are spelling do not draw out their syllables and that they do not repeat a syllable several times. If they do this, the teacher will impose penance. In this way, they will not accustom themselves to this manner of reading, a habit very disagreeable and very difficult to correct once it is acquired.

The teacher will likewise take care that the students do not pronounce too rapidly and so clip their syllables, for example, saying *qo*, but will insist that they sound all of the letters distinctly: *q*, *u*, *o*. The teacher will also take care that they do not drawl or pronounce their syllables too slowly, which is very disagreeable. They should pronounce their syllables evenly. When they read too rapidly or heedlessly, they are liable to reverse the lettering for instance, they might say *mo* for *om* or *su* for *us*. Furthermore, those for whom the lesson is new and those who are backward are unable to follow students who read too rapidly. Besides, students who read slowly and carefully learn much more readily.

Finally, the teacher should take great care that a student who is reading pronounces all of the syllables so distinctly that all of the others can easily hear what is read; that those who read with pauses read correctly without drawling or acquiring any other unbecoming manner; that they pronounce all of the syllables distinctly so that they can be distinguished from each other; and that readers stop for as long as is required at all of the pauses a short pause at a comma; a slightly longer one at a semicolon; once again as long at a colon as at a comma; and once again as long at a period as at a colon.

ARTICLE II

Care Which the Teacher Should Take to Make All the Students Having the Same Lesson Follow It

During all of the lessons on the alphabet chart, on the syllable chart, in the other books, both French and Latin, and even during the lessons in arithmetic, all the students having the same lesson will follow along while each individual student is reading. That is to say, all will read silently in their own books without making any sound whatsoever with their lips what is being read aloud.

The teacher will take care that all of the students having the same lesson follow the one who is reading, syllable by syllable or word by word. Another student, when called upon to read, should continue without repeating any of the words that have been said by the preceding one. This will show better than anything else whether the student has been following along exactly.

Teachers will never permit students to suggest to each other any letters, syllables, or words in the lessons, nor to suggest either entire or partial answers, whether during instructions or during the Catechism. The teachers will be very attentive to the lessons. They will always keep their own book in hands and do this in such a manner that they not lose sight of the students, and are sure that all are following. In order that nothing may prevent them from being exact in this practice, teachers will hold nothing in their hands throughout the entire school time except the signal and the lesson book, and if the teacher is in charge of a class of writers, pens, paper, and other things necessary for writing.

If one of the students should play with anything in school, the teacher will order another one from among the most reliable to take it and keep it until the end of the school day. At that time, all of the others having left, the student will return what was taken, unless the teacher considers that it would be harmful.

The same thing will be done with books, printed sheets, or pictures, other than those which they need, which the students might bring to school. Teachers will neither keep them nor read them during school time, even though they might believe it necessary to examine them in order to see if there is anything bad in them. But this will be done for a moment at the end of school, when all of the students have left, by looking at the title of the book.

Teachers will be exact in receiving nothing from the students and in keeping nothing which the students have brought to school. They will keep nothing, under any pretext whatsoever except bad books. These they will take to the Director who will burn them. This point is of great importance.

A very useful means for obliging the students to follow the recitations is to observe the following practices. First, to watch them constantly and very carefully particularly those who are not exact in following. Second, have each one of them read several times, a little each time. Third, have oblige all who are discovered not to be following along to come of their own accord to receive the punishment for their fault. In order to encourage them to do this faithfully, it is necessary to pardon them sometimes, especially, those who usually follow. If they do not then follow the lesson, it is necessary to punish them severely.

ARTICLE III

Care Which the Teacher Must Take to Enforce Silence in School

Silence is one of the principal means of establishing and maintaining order in schools. For this reason, every teacher will enforce it rigorously kept in all of the classrooms and will permit no one to speak without permission.

To effect this, teachers will make students understand that they must keep silent because God sees them and it is God's Holy Will and not just because the teacher is present.

Teachers will especially keep a strict watch over themselves, speaking only very rarely and in a very low tone, it is necessary that all of the students hear what the teacher has to say. Teachers will always use a moderate tone when they give any instructions, as well as, on all other occasions when they need to speak to all of the students together. They will never speak either to any student in particular or to all in general until they have carefully thought about what they have to say and unless they consider it necessary.

When they speak, teachers will do so very seriously and in few words. When a student asks to speak, the teacher will listen to the student only very rarely, only when seated or standing before the teacher's chair, and in a low voice. Teachers will not permit students to speak or to leave their seats without permission during the time that they are receiving some correction. Teachers will make students understand that they are permitted to speak only three times during the school day: when reciting their lessons, during Catechism, and during prayers.

Teachers will themselves observe a similar rule. They will speak on only three occasions: 1) to correct the students during lessons, when necessary and when no student is able to do so; 2)

during the Catechism; and 3) during the Meditations and the Examination of Conscience. Except on these three occasions, teachers will not speak unless it seems necessary, and they will take care that this necessity be rare. When the students are moving about in the school, teachers will see that they have their heads uncovered and their arms crossed, that they walk very carefully and without dragging their feet or making any noise on the floor. This must be done the silence which should be continuous in school be not disturbed.

To make it easy for the students to observe all of these things, the teacher will see that these rules are kept. Students are always seated, facing forward and with their faces turned slightly in the direction of the teacher. Students must always hold their books with both hands and always look at them. Students should keep their arms and their hands placed in such a manner that the teacher can always see them well. Students are not to touch each other either with their feet or with their hands nor give anything to each other. Students are not to look at each other nor make signals to each other. Students must always have their feet properly placed and not take off their shoes or sabots.¹ And, finally, students of the writing class must not sprawl on the table or maintain any unseemly posture when reciting their lessons.

¹A sabot is a wooden shoe worn by peasants or a heavy leather shoe with a wooden sole.

CHAPTER II

Signs Which Are Used In The Christian Schools

It would be of little use for teachers to apply themselves to making the students keep silent if teachers did not do so themselves. Teachers will better teach students this practice by example than by words. The teacher's own silence will be more than anything else to produce good order in the school, it gives teachers with the means of watching more easily over both themselves and their students. However, as there are many occasions on which teachers are obliged to speak, a great many signs have been established in the Christian Schools. To make it easier for teachers to keep silence and to reduce these signs to some order, the signs have been classified according to those practices and activities which most ordinarily occur in schools. An iron instrument used by the teachers and called the signal is employed to give most of these signs.

All of the signals used in all of the Houses will be of the same form. Nothing is to be changed or added. All of the teachers will make use of the same signs. The signs in use are explained in the following articles.

ARTICLE I

Signs Used During Meals¹

To have the prayers said, the teachers will clasp their hands.

To indicate that the responses of Holy Mass are to be repeated, teachers will strike their breast.

To indicate that the Catechism is to be recited, teachers will either make the Sign of the Cross or indicate with the signal the place in the classroom where the Catechism is usually recited.

To discover whether a student is attentive during recitations, teachers will strike the signal once to stop the one who is speaking. Teachers will then point the signal to the other student, this indicates that the student is to repeat what a previous student has just said.

ARTICLE II

Signs Concerning Lessons

To make the sign to the students to prepare to begin a lesson, teacher will tap once with their hand on the closed book in which they are going to begin reading.

To stop a student who is reading, teachers will strike the signal once. All students will immediately look at the teacher, who will then point with the signal, to another student thus giving that student the sign to begin.

¹Cf. Pt. I, Chapter I, Article iv, Chapter II, Article ii.

To make the sign to a student who is reading to repeat something when the student has read badly or has mispronounced a letter, a syllable, or a word, the teacher will strike the signal rapidly twice. If, after having been given the sign two or three times, the student does not correct the mistake, the teacher will strike the signal once, as is done when the reading is to stop. All the students will look at the teacher, who will immediately make a sign to another student to read aloud the letter, the syllable, or the word which the previous student has read badly or mispronounced. If, after the sign has been given two or three times, the reader, does not find and repeat the word which has been badly read or mispronounced having gone several words beyond the mistake before being called to order, the teacher will strike the signal three times in rapid succession. This is a sign for the reader to begin to read further back. The teacher will continue to make this sign until the reader finds the word which has been said incorrectly.

The sign to speak louder is to point upward with the tip of the signal. The sign to speak lower is to point the tip of the signal down.

To warn one or more students not to speak so loudly when they are following the lesson or studying, the teacher will slightly raise the hand carrying the signal, as though wishing to touch the ear.

Teachers will make the same sign when they hear any noise in the school. If it is on their right that the noise is being made, they will raise their right hand. If it is on their left, they will raise their left hand.

For the sign to read calmly, the signal is struck twice, separately and distinctly.

To make the sign to spell a word which a beginning reader does not pronounce properly, teachers will place the tip of the signal once on the book which they have in their hands.

To indicate to a student spelling or reading by syllables, that the pauses are not long enough between letter or syllables, teachers will slowly touch the tip of the signal several times on the book which they are holding.

To indicate to students reading with pauses that they are not pausing long enough at a comma, a colon, or a period, the teacher will place the tip of the signal on the passage that is being read and hold it there.

To signal that a reader has paused in the wrong place, or too long, the teacher will move the signal over the open book. The same sign will be given to one who draws while spelling or reading by syllables.

To make the sign to change from one subject to another, teachers will slap the open book. At once, the reader will say aloud: "Blessed be God for ever and ever." All the students must remove their hats at once and make ready their books or lessons. All of this should be done in an instant.

To make the sign to finish the last lesson and to put the books away, the teachers will strike their hand twice on the book which is being held and which, at that time, is being read.

ARTICLE III

Signs Used in the Writing Lesson

To start the lesson after the papers have been distributed, the signal will be sounded once for each of the separate steps. At the first sound, students will take out their writing cases and place them so that they will all be in seen. At the second sound, they will open their writing cases, take out their pens and their penknives if they have any, and place them similarly. At the third, they will dip their pens in the ink and begin to write, all at the same time.

When students lean on the table or assume some other unseemly posture when writing, the teacher will raise a hand and move it from the right to the left. This is the sign to the students to place their bodies in a proper posture.

When students do not hold their pens correctly, teachers will demonstrate how to do so. If teachers notice a student who is not writing, they will give a sign by looking steadily at the offender. They will then raise their hand and move their fingers. If they again see that the same student is not writing, they will assign a penance.

ARTICLE IV

Signs Used During Catechism and Prayers

To signal to students to cross their arms, teachers will look fixedly at them and at the same time cross their own arms. To remind students to hold their bodies erect, the teacher will look at them and then stand or sit up straight, with feet properly arranged.

When a student has not properly made the sign of the cross, teachers will place their own hand on their forehead in order to make the student begin again. To make a sign to students to lower their eyes, the teachers will look at them fixedly and at the same time lower their own eyes.

For the signal to fold hands, teachers will, while looking at the students fold their own hands. In a word, on all these occasions and on all other similar ones, the teacher, while looking at the students, will do what the students are to do or observe.

ARTICLE V

Signs Used in Reference to Corrections

All of the signs referring to corrections will be reduced to five. The teachers will make sure the students understand for which of these five things they are to be punished.

The five things for which corrections will be given in school are: 1) for not having studied; 2) for not having written; 3) for having been absent from school or for having come late; 4) for having been inattentive during Catechism; and 5) for not having prayed to God.

These five things will be expressed in written rules which will be hung in various places in each classroom. Each of these rules will be expressed in the following terms:

1. Students must never be absent from school or come late without permission.
2. Students must apply themselves in school to studying their lessons.
3. Students must always write without losing time.
4. Students must be attentive during Catechism.
5. Students must pray to God with piety in church and in school.

When teachers wish to correct a particular student, they will call the student's attention by a signal, and will then indicate with the signal the rule against which the student has offended, at the same time, giving the student a sign to approach. If it is to administer the ferule, the teacher will make the student a sign to extend the left hand. If it is to give a correction, the teacher will show the student with the signal the place where it is received.

When a teacher wishes to alert students to possible punishment, the signal shall be sounded once. When all of the students are attentive, the teacher shall point out the rule for the violation of which the teacher is threatening correction.

ARTICLE VI

Signs That Are Used Only on Special Occasions

When students seek permission to speak, they will stand at their place, with arms crossed and eyes lowered. They will make no sign. To permit them to speak, teachers will give a sign to approach by pointing the end of the signal toward themselves. The same sign will be used every time that the teacher has to speak to a student. To refuse permission to speak, the signal will be pointed down, toward the ground in front of the teacher.

When a student asks permission to go to attend to the wants of nature, the student will remain seated and will raise a hand. To grant this permission, the teacher will point the signal toward the door. To refuse it, the teacher will give a sign to remain still by pointing the signal toward the ground.

To make a student kneel, the teacher will point with the signal to the middle of the classroom. To make one rise who is kneeling, the teacher will raise a hand slightly while holding the signal.

CHAPTER III

Records or Registers

One thing that can contribute much to the maintenance of order in the schools is that there be well-kept Records or Registers. There should be three kinds of Records: 1) the Record of Promotion in Lessons; 2) the Record of Levels of Lessons; and 3) a Pocket Register.¹ The first of these will be for the use of the Inspector of Schools. The last two will be used by the teachers.

ARTICLE I

Record of Promotions in Lessons

The Inspectors of Schools will each have a Record or Register upon which the names of the students will be inscribed according to the lessons and levels in which they are. The name of each student will be entered upon this Record according to the level of a lesson in which the student is. There will be a separate Record for each school associated with the same House. Each Record will begin with the first level of the lowest lesson and will continue in this manner to the last level of the highest lesson.²

The student Records of Promotion in Lessons, of writing both round hand writing and Italian script and of arithmetic will be written one after another in the same book.

Each leaf of this Record will be divided into five columns. Each column will be separated by lines from top to bottom. The middle column should be wider than the four others. All of this will be arranged according to the following model (cf. CHART 2.1).

First Line Of Alphabet*

| | | | |
|---|-----------|----|----------|
| 1 | September | 1 | March |
| 1 | January | 30 | April |
| 1 | February | 30 | May |
| 1 | March | 30 | May |
| 1 | April | 30 | April |
| 1 | May | 31 | January |
| 1 | June | 31 | December |
| 1 | October | 30 | March |
| 1 | August | 30 | October |
| 1 | November | 31 | November |
| 1 | December | 28 | February |

CHART 2.1: MODEL of Record to be used for the Promotion to Lessons of Students of the School at

¹No further mention is made of this Pocket Register.

²An explanation of the terms used here can be found in the Introduction to this volume.

In the middle column will be written the names and surnames of the students of the same level in a lesson (one after another in the order in which they have been admitted to the school or promoted to this lesson, as the case may be). In the first column and beside each name, the day of the month on which each of the students was put into this level of the lesson will be written. In the second column, the month will be written. In the third column, the name and the surname will be written. In the fourth column, the day of the month that each student of this level was transferred to another level will be written. In the fifth column, the month in which the student was transferred will be written.

ARTICLE II

Record Of Levels in Lessons

Each teacher will have a Record or Register in the form of a book containing 24 leaves, two for each month upon which will be inscribed the names of the students of the class. The names will be inscribed according to the level of each lesson in which they are. The names of all of the students of the same level of a lesson will be written one after another under the name of the level of the lesson in which they are.

On each leaf of this Record, there will be three columns each separated by lines from top to bottom. In the first column, which will be the narrowest, the month and day of the month on which each of these students have been put into this level of the lesson will be written beside each name. In the middle column, the names and surnames of the students of the same level of a lesson will be written one after another and in the order in which they have been admitted to the school or placed in the level of the lesson in which they are. All of the names will be separated from one another by lines drawn from one side of the sheet to the other. In the third column, there will be four squares beside each name. Each of the squares will be marked by little dots in the following manner: in the first square, how many times a student has come late; in the second square, how many times a student has been absent with permission; in the third square, how many times a student has been absent without permission; and, in the fourth square, how many times a student has failed to know the lesson in the Diocesan Catechism. At the top of the first column of squares, "Late" will be written. At the top of the second column of squares, "Abs. with perm." will be written. At the top of the third column of squares, "Abs. without perm." will be written. At the top of the fourth column of squares, "Ignor. of Cat." will be written (cf. CHART 2.2).

| Late | Abs. with perm. | Abs. without perm. | Ignor. of Cat. |
|------|-----------------------|--------------------------|----------------------|
|------|-----------------------|--------------------------|----------------------|

I December

I May

I June

I April

I July

I August

CHART 2.2: MODEL for the Record of Levels of Lessons for the First Class of the School at . . . for the month of March 1722

Toward the end of school, the teachers will mark on these Records those who have come late or been absent and those who have not known their Diocesan Catechism when called to recite it.

CHAPTER IV

Rewards

From time to time, the teachers will give rewards to those of their students who are the most exact in fulfilling their duties. This is done in order to inspire them to fulfill their duties with pleasure and to stimulate other students by the hope of reward to fulfill their duties.

There are three kinds of rewards which will be given in the schools: 1) rewards for piety; 2) rewards for ability; and 3) rewards for assiduity.

The rewards for piety will always be more beautiful than the other rewards. The rewards for assiduity will be better than those for ability.

The things which may be given as rewards will be of three different degrees: 1) books; 2) pictures on vellum and plaster statuettes (such as crucifixes and images of the Blessed Virgin); and 3) pictures on paper, engraved texts, and even rosaries.

Engraved texts will most commonly be given to the students as rewards.

The pictures and texts will always be religious. Pictures of Our Lord on the Cross, of the Mysteries of our Religion, of the Holy Child Jesus, of the Blessed Virgin, and of Saint Joseph will most ordinarily be used.

Rosaries, books, and other valuable objects of piety will be used only for extraordinary rewards. They will be given only by the Director after the Director has examined those whom the teacher considers worthy of receiving them.

The books which may be given as rewards will always be religious books, such as *The Imitation of Christ*, spiritual dialogues, books explaining the truths of religion, and other books containing salutary maxims.

Hymn books, prayer books, Diocesan Catechisms, and other books that are used in the Christian Schools may be given only to poor children. These will not be given to those who are able to buy them.

Rewards for ability will be given only once every month after the Director has examined the students. There will be but one such reward for the most capable in each lesson. A reward may also be given every month to the student of an entire class who has excelled in everything, that is, to the one who has shown the most piety and decorum in church and during prayers and also the greatest ability and assiduity.

Ten or 12 holy pictures according to the discretion of the Director will be given every month to the teachers of each class. These are to be distributed by the teachers to their students during the month.

CHAPTER V

Introductory Remarks On Corrections In General

The correction of the students is one of the most important things to be done in the schools. The greatest care must be taken in order that it may be timely and beneficial both for those who receive it and for those who witness it. For this reason, there are many things to be considered in regard to the use of the corrections which may be administered in the schools and which will be discussed in the following articles. This will be done after the necessity of joining gentleness to firmness in the guidance of children has been explained.

Experience founded on the unvarying teachings of the Saints and the examples which they have set us affords sufficient proof that, to perfect those who are committed to our care, we must act toward them in a manner at the same time both gentle and firm. Many, however, are obliged to admit, or at least they show by the manner in which they behave toward those in their care that they do not see how these two things can easily be joined together in practice. If, for example, absolute authority and an overbearing attitude are assumed in dealing with children, it is likely that a teacher will find it difficult to keep this way of acting from becoming harsh and unbearable. Although this course may begin as great deal it is not wise, as Saint Paul says, since it overlooks human weakness.

At the same time, if too much consideration is had for human weakness and if, under the pretext of showing compassion children are allowed to do as they will, the result will be wayward, idle, and unruly students.

What, then, must be done in order that firmness may not degenerate into harshness and that gentleness may not degenerate into languor and weakness?

To throw some light on this matter, which appears to be of no little importance, it seems opportune to set forth in a few words some principal ways in which teachers express that severity and harshness in guiding and educating children which become unbearable. Then show a contrary weakness by the teacher leading all laxness, disorder, and so forth among the students will be described.

Examples of a teacher's conduct which becomes unbearable to those in the teacher's charge are the following.

First, the teacher's penances are too rigorous and the yoke which the teacher imposes upon the students is too heavy. This state of affairs is frequently due to lack of discretion and judgment on the part of the teacher. It often happens that students do not have enough strength of body or of mind to bear the burdens which many times overwhelm them.

Second, when the teacher enjoins, commands, or exacts something of the children with words too harsh and in a manner too domineering. Above all, the teacher's conduct is unbearable when it arises from unrestrained impatience or anger.

Third, when the teacher is too insistent in urging upon a child something performance of which the child is not disposed to do, and the teacher does not permit the child the leisure or the time to reflect.

Fourth, when the teacher exacts little things and big things alike with the same ardor.

Fifth, when the teacher immediately rejects the reasons and excuses of children and is not willing to listen to them at all.

Sixth, when the teacher not mindful enough of personal, faults does not know how to sympathize with the weaknesses of children and so exaggerates their faults too much. This is the situation when the teacher reprimands them or punishes them and acts as though dealing with an insensible instrument rather than with a creature capable of reason.

The following are examples of the teacher's weakness which leads to negligent and lax conduct by the students.

First, care is taken by the teacher only about things that are important and which cause disorder, and when other less important matters are imperceptibly neglected.

Second, when not enough insistence is placed upon the performance and observance of the school practices and those things which constitute the duties of the children.

Third, when children are easily permitted to neglect what has been prescribed.

Fourth, when, in order to preserve the friendship of the children, a teachers shows too much affection and tenderness to them. This involves granting something special or giving too much liberty to the more intimate. This does not edify the others, and it causes disorder.

Fifth, when, on account of the teacher's natural timidity, the children are addressed or reprimanded so weakly or so coldly that they do not pay any attention or that the correction makes no impression upon them.

Sixth and final, a teacher easily forgets proper deportment, which consists principally in maintaining a gravity which encourages respect and restraint on the part of the children. This lack of deportment manifests itself either in speaking to the students too often and too familiarly or in doing some undignified act.

It is easy to recognize what constitutes too much harshness and too much gentleness by an examination these examples. Both of these extremes must be avoided if one is to be neither too harsh nor too weak, if one is to be firm in attaining the purpose and gentle in the means of attaining it, and in all to show great charity accompanied by zeal. A teacher must be constant in persevering. However, children must not be permitted to expect impunity or to do whatever they wish, and the like; gentleness is not proper in such cases. We must know that gentleness consists in never allowing any harshness or anything whatsoever that savors of anger or passion to appear in reprimands. Instead, being gentle means showing the gravity of a father, a compassion full of tenderness, and a certain ease, which is, however, lively and effective. The teacher who rebukes or

punishes must make it very clear that such punishment arise from necessity and that it is out of zeal for the common good that it is administered.

ARTICLE I

Different Kinds Of Corrections

The faults of children can be corrected by several different methods: 1) by word; 2) by penances; 3) by the ferule; 4) by the rod; and 5) by expulsion from school. As there is something special to remark about penances, they will receive special attention after all other matters pertaining to punishments have been discussed.

Section I

Correction by Words

As one of the principal rules of the Brothers of the Christian Schools is to speak rarely in their schools, the use of corrections by word or reprimands ought to be very rare. It seems even much better not to make use of them at all. Threats, being a sort of reprimand, might be used, but only very rarely and with much circumspection. When a teacher has threatened the students with something, and one of them commits the fault on account of which they have been threatened, the student must invariably be punished and never pardoned.

Unconditional threats must never be made. For example, the teacher should never say, "You will get the ferule!" or "You will be corrected!" Threats should always be subject to some condition. For example, the teacher might say, "Anyone who fails to pray during Holy Mass or whoever is the last to come to school late will be corrected."

Ordinarily, threats must be made by nonverbal signs, as explained in the chapter on the use of signs in making corrections.

A teacher may, nevertheless, sometimes speak to the students in a firm manner in order to intimidate them. This must be done without affectation, however, and without passion. If it is done with passion, the students will easily recognize this, and it would not receive God's blessing.

Section II

Correction With the Ferule: When It May and Should Be Used and The Manner Of Using It

The ferule is an instrument consisting of two pieces of leather sewn together. It should be from 10 to 12 inches in length, including the handle, and should end in an oval of two inches in diameter. The inside of this oval should be stuffed. In this way, it will not be completely flat and will be somewhat rounded on the outside.

The ferule may be used for several offences: 1) for not following a lesson or for playing during a lesson; 2) for coming to school late; 3) for not obeying at the first sign given; and 4) for

several other similar reasons. All of this is to say that the ferule is used for faults that are not very important.

Only one slap of the ferrule on the hand should be given. If it is sometimes necessary to administer more, it must never be more than two.

The left hand should be struck, especially in the case of students in the writing class. This is done so as not to make the right hand heavy; such would be a great obstacle in writing.

It should not be given to those whose hand have some damage. A different penance should be imposed on them, for it is necessary to foresee the injuries that might arise from this form of correction and to try to avoid it.

The students should not be allowed to cry out when receiving a slap on the hand with the ferule or when receiving any other correction. If they do so, they must be punished again without fail for having cried out. They must then be made to understand that it is for crying out that they are now being corrected.

When the ferule or any other punishment is given to the students for having committed some fault which caused them to neglect their duties such as for having talked or played in school or in church or for having looked behind them, and the like, it is important that they not be told that it is merely for having talked or played that they are receiving the correction but for not having studied their lesson, or for not having prayed in church.

Section III

Correction With the Rod

According to the usage established in the Christian Schools, the rod may be used to correct the student: 1) for not having been willing to obey; 2) when they make a practice of not following the lessons and of not studying; 3) for having scribbled on their paper instead of writing; 4) for having fought in school or on the streets; 5) for not having prayed in church; 6) for not having behaved with decorum at Holy Mass or during Catechism; and 7) for having been absent through their own fault from school, from Mass, or from Catechism on Sundays and holy days.

These corrections should be administered with great moderation and presence of mind. Ordinarily, no more than three blows should be given. If it is sometimes necessary to go beyond this number, never more than five should be given without a special permission from the Director.

Section IV

Expulsion of Students From School

Students may be, and sometimes ought to be, dismissed from the school. However, this should be done only upon the advice of the Director. Those who should be sent away are the dissolute who are capable of ruining others, those who absent themselves easily and often from school, from the Parish Mass or from Catechism on Sundays and holy days through the fault of their parents and

with whom it is becoming a habit, and the incorrigible that is to say, those who, after having been corrected a great number of times, do not amend their conduct. It should, however, be an extraordinary occurrence to expel a student away from school.

ARTICLE II

Frequent Correcting and How to Avoid Them

If a school is to be well regulated and in very good order, the correction must be rare.

The ferule must be used only when necessary, and things must be so ordered that this is a rare necessity. It is not possible to determine precisely the number of times that it may be given each day, because of the different circumstances that may render it obligatory to use it more or less frequently. Nevertheless, steps should be taken to guarantee that its use will not exceed three times in a half day. To make use of it more than these three times, the circumstances must be truly extraordinary.

Correction by use of rod should be much rarer than that with the ferule. It should, at most, be inflicted only three or four times in a month.

Extraordinary correction should, consequently and for the same reasons, be very rare.

To avoid frequent correction, which is a source of great disorder in a school, it is necessary to note well that it is silence, restraint, and watchfulness on the part of the teacher that establish and maintain good order in a class. It is not harshness and blows that establish and maintain good order. A constant effort must be made to act with skill and ingenuity in order to keep the students in order while making almost no use of correction.

In order to be effective, the same means of correction must not always be used. Otherwise, the students will grow accustomed to them. Rather, a teacher must sometimes threaten, sometimes correct, sometimes pardon, and sometimes make use of various other means which ingenuity of a skillful and thoughtful teacher will easily suggest on the appropriate occasion. If, however, a teacher should happen to think of some other particular means and believes these could be adopted to keep the students at their duties and forestall correction, they should be proposed to the Director. The teacher will not make use of them until having received permission.

Teachers will not administer any extraordinary correction without having first consulted with the Director. For this reason, they will postpone them which is, at the same time, a very proper thing to do, in order to have adequate time for some reflection beforehand and to give more weight to what they intend to do, and leave a greater impression on the minds of the students.

ARTICLE III

Qualities Which Corrections Should Possess

Correction, in order to be beneficial to the students, should be accompanied by the ten following qualities.

First, it must be pure and disinterested. That is to say, correction must be administered purely for the glory of God and for the fulfillment of God's Holy Will. It must be administered without any desire for personal vengeance, teachers giving no thought to themselves.

Second, correction must be charitable. That is to say, correction must be administered out of a motive of true charity toward the student who receives it and for the salvation of the student's soul.

Third, correction must be just. For this reason, it is necessary to examine carefully beforehand whether the matter for which the teacher is considering correcting the student is effectively a fault and if this fault deserves correction.

Fourth, correction must be proper and suitable to the fault for which it is administered. That is to say, it must be proportionate to the fault both in nature and in degree. Just as there is a difference between faults committed through malice and obstinacy and those committed through weakness, there should also be a difference between the chastisements with which they are punished.

Fifth, correction must be moderate. That is to say, it should be rather less rigorous than more rigorous. It should be of a just medium. Neither should punishment be administered precipitously.

Sixth, correction must be peaceable. Those who administer it should not be moved to anger and should be totally self-controlled. Those to whom it is administered should receive it in a peaceable manner with great tranquility of mind and outward restraint. It is especially necessary that those who inflict a punishment should take great care that nothing appear in their demeanor that might indicate that they are angry. For this reason, it would be more proper to defer a correction until a time when one no longer feels agitated than to do anything that one might later regret.

Seventh, it must be prudent on the part of the teacher. The teacher should pay great attention to what is done, so as to do nothing that is inappropriate or that could have evil consequences.

Eighth, it must be voluntary and accepted by the students. Every effort must be made to make the students accept to it. The seriousness of their fault and the obligation under which the teacher is to remedy it must be made clear to them. They must be helped to understand the great harm that they can do to themselves and, by their bad example, to their companions.

Ninth, those punished must be respectful. They should receive punishment with submission and respect, as they would receive a chastisement with which God would punish them.

Tenth, it must be silent. In the first place, the teacher must be silent and should not speak, at least not aloud, during this time. In the second place, the student must be silent and ought not to say a single word, cry out or make any noise whatsoever.

ARTICLE IV

Faults Which Must Be Avoided in Corrections

There are many faults that must be avoided in corrections, and it is important that the teachers should pay very particular attention to them. The principal ones which must be avoided are the following.

No correction should be administered unless it be considered useful and advantageous. Thus, it is bad to administer one without having previously considered whether or not it will be of some use either to the student to whom it is to be administered or to the others who are to witness it.

When a correction is considered useful only to give an example to the others and not to the one who is to receive it, it should not be administered unless it be necessary in order to maintain order in a class. When delay possible the advice of the Director should be asked. If it is a case concerning a teacher of one of the lower classes, that teacher will ask advice of the Head Teacher. If it is the Head Teacher who has the problem and at the same time must resolve it, action will be taken only with much precaution and under an evident necessity.

No correction that could be harmful to the one who is to receive it must ever be administered. This would be to act directly contrary to the purpose of correction, which has been instituted only to do good.

No correction should be made that could cause any disorder in the class or even in the school. Examples of this would be those that would only serve to make the child cry out, be repelled, be embittered, or want to leave the school. Such action would lead the student to hold the school in aversion. The complaints that the child or the child's parents would make would repel others and prevent children from coming to school. The teacher should endeavor to foresee these possible consequences before administering any correction for it is important not to fall into them.

A student should never be corrected because of a feeling of aversion or of annoyance that a teacher may have for that student, because the student causes trouble, or because the teacher has no liking for the student. All these motives, which are either bad or merely worldly are very far from those which should animate people who ought to act and conduct themselves only according to the spirit of faith.

Nor should students be corrected because of some displeasure caused either by themselves or their parents. Students who lack in respect for their teachers or commit some fault against their teachers, should rather be urged by words to recognize this fault and correct it themselves. This is preferable to punishing them for it. Even if it should be necessary to punish them on account of the bad example which they have given, it would be well to assign some other motive for the correction, such as having caused disorder or having been obstinate.

When administering corrections, familiar forms of address must not be used: instead of *tu, toi, ton, va, viens*, one should say *vous, votre, vos, allez, venez*, etc.¹

It is also important never to use insulting words or words that are even in the slightest degree unseemly for example, rascal, knave, or sniveler. None of these words should ever be in the mouth of a teacher in the Christian Schools.

No other means of correction should be used than those approved for the Christian Schools. Thus, students should never be slapped or kicked. Neither should they be struck with the pointer. It is altogether contrary to the decorum and seriousness of a teacher to pull the children's noses, ears, or hair. It is even more unseemly for a teacher to strike them, to push them roughly, or to pull them by the arms.

The ferule must not be thrown at a student, who is then to bring it back. That is highly unbecoming behavior. A student must not be struck with the handle of the ferule on the head, on the back, or on the back of the hand. Neither must two slaps in succession be given with it on the same hand.

In using the ferule, great care must be taken not to strike either the head or the body. The ferule is used only on the palm of the hand.

In punishing students teachers must be very careful not to strike them on any place where they may have any sore or injury, lest it worsen and not to strike so hard that marks may appear.

Teachers should not leave their place to administer the ferule or speak while administering it. They should not allow the student who is receiving it to speak, much less to cry aloud, either when being punished or afterward.

The teachers will also be careful not to assume any improper posture when administering correction, such as stretching their arms or contorting their bodies nor to make any other unseemly motions contrary to modesty.

Teachers will, finally, be very careful not to administer any correction impulsively or when agitated. They will watch so carefully over themselves that neither angry passions nor the least touch of impatience shall have any part when administering correction. Such behavior can prevent the benefit and place an obstacle to the blessing that God would give.

Concerning who should or should not administer correction, the practice will be as follows. Every teacher may, in the teacher's own class, use the ferule as often as necessary. Teachers who have not yet reached the age of twenty-one will not administer correction with the rod, etc., unless they have consulted the Director, or the one whom the Director has put in charge of such matters, and have taken their advice upon the subject. The teacher in charge of such matters will also watch very carefully over the punishments which these younger teachers administer, either with the ferule

¹The pronoun you have two forms in French, singular, (to, toi, ton) and plural, (vous, votre, vos). Usually the singular is used for family, friends, equal. The plural is used on formal occasion, for respect, or to imply a separation.

or otherwise, and will report twice each week to the Director on all that has been done in the classes.

The same line of conduct will be followed, with respect to the teachers who have reached the age of twenty-one, during the six months of trial which they will spend in the schools and during the first year after their novitiate.²

ARTICLE V

Children Who Must or Must Not Be Corrected

There are five vices which must not ordinarily be excused: (1) lying; (2) fighting; (3) theft; (4) impurity; and (5) indecorum in church.

Liars must be punished for their lies, even the least, in order to make students understand that there are no little lies in the sight of God, since the Devil is the father of lies, as Our Lord tells us in the Holy Gospel. Let them rather be pardoned or punished less severely when they frankly acknowledge their faults. They may be led afterward to conceive the horror which they ought to have of lies, and they will be persuaded to ask pardon humbly of God, while kneeling in the middle of the classroom. Those who have been fighting will be corrected in the same way. If two or more were involved, they will be punished together. If it was a student and another child who is not of the school, the teacher will ascertain exactly who was at fault. The student will not be corrected unless the teacher is very certain that the student was at fault. Teachers will act in exactly the same way with all other faults committed outside of the school. If students have been fighting in the school, they are to be punished as an example, and they must be made to understand that this fault is one of the gravest that they can commit. Those who have taken and concealed anything, however small its value be, even if it be only a pen, will be similarly punished. If they are found to be subject to this vice, they will be expelled from the school. Those who have been guilty of any impure act or have used obscene words will be punished by the same correction. Those who have been playing with persons of the opposite sex or who have been frequently in their company will be seriously warned the first time. If they persist in this fault, they will likewise be severely punished.

The teachers will often seek to instill into their students a great disinclination for the company of these persons and will urge them never to mingle with them. Even if they are their relatives and even if they are sometimes obliged to converse with them, however young they may be, let it be very rarely and always in the presence of their parents or of some sensible elderly persons.

Those who have been disorderly in church will be severely punished, and they will be made to understand the great respect that they must have for God in this holy place. Furthermore, they must understand that it is to be lacking in faith to be in church without piety and without both inner and outward self-control.

²Since all of the teachers in the Christian Schools at the time of the composition of this text would have been Brothers, all would have been required to make a novitiate.

For this last fault, one must not punish all kinds of students, large and small alike, in the same manner. Unless the little ones are very carefully watched while they are in church and unless the teacher has acquired great authority and control, it will be difficult for the young ones to observe the moderation and control that is required of them. It is necessary, however, to pay great attention to this matter. There is nothing that should be omitted to prevent any student from behaving in a disorderly way in church.

If a teacher is not sufficiently vigilant and does not possess sufficient authority to keep order in church, another teacher must be appointed to do so. The one who is appointed on this occasion will do what the other cannot.

Section I

Ill-bred and Self-willed or Delinquent Children

There are some children to whose conduct their parents pay very little attention, sometimes none at all. From morning until evening, they do only what they please. They have no respect for their parents. They are disobedient. They grumble at the least thing. Sometimes these faults do not come from an evil disposition of heart or mind; they come from their having been left to themselves. Unless they are naturally of a bold and haughty temperament, they must be frequently admonished. They must also be corrected for their bad dispositions. When they let some of their faults appear in school, they must be subdued and rendered submissive. If they are of a bold and haughty spirit, they should be given some charge or responsibility in the school, such as inspector, if they are considered qualified, or distributor of papers. They should be promoted in something such as writing, arithmetic, or spelling in order to inspire them with a liking for school. But along with this they must be corrected and brought into line, never allowed, in anything whatsoever, to act as they please. If such students are young, there are fewer measures to be taken. They must be corrected while they are young, in order that they may not continue in their bad conduct.

As for those who are bold and insolent, one must speak with them little and always only seriously. When they have committed some fault, they should be told and corrected if it appears that it would help them to confuse and humble their disposition. They must be held in check and not allowed to reply to anything that is said to them. It would be a good thing to admonish and reprimand them sometimes in private for their faults. Such admonishment must always be administered with great seriousness and in a manner which will keep them respectful.

Those who are heedless and frivolous must be corrected a little. Ordinarily, they do not reflect much, and a short time after having been corrected they sometimes fall again into the same fault or into another fault which deserves the same punishment. Their faults do not come from pure malice but from thoughtlessness. They must be treated in a way which may prevent them from misbehaving. They can be shown affection, but they should not be given any charge or responsibility. They should be seated as near the teacher as possible, under the pretext of helping them, but in reality, in order to watch over them. They should also be placed between two students of a sedate disposition who do not ordinarily commit faults. They should also be given some rewards from time to time to make them assiduous and fond of school, for it is these who are absent most frequently, and to induce them while there to remain in order and silent.

Section II

Stubborn Students

The stubborn must always be corrected, especially those who resist and are not willing to accept correction. However, two precautions must always be taken in regard to this kind of children: (1) No attempt to correct them is to be made without having thoroughly examined the faults that they have committed and it is clear that they deserve correction. (2) When such children resist, either because they do not want to submit to correction or because they do not want to leave their seats it will often be very more to the purpose to let their bad attitude pass. In this case, it is best not to let it appear that there is any intention of making the correction. Some time later, the teacher will call them and speak with them gently making them realize and admit their fault, both originally and in resisting. The teacher will then correct the student as an example. In case the student is not yet willing to accept the correction, the student must be forced to do so, for only a single example of resistance would be needed to produce several others afterward. Some time later when it seems that the bad mood has passed, the teacher will gently make the student draw near to reflect on the incident. The teacher will lead the student afterward to admit the fault and while kneeling ask pardon while kneeling.

However, the school should be so ordered as to forestall this sort of resistance and to make it happen very rarely. Otherwise, it would cause a very bad effect.

There is another kind of stubborn children who mutter after they have been corrected. When they have returned to their seats, they lean their heads on their arms or maintain some other unseemly posture. Such manners must never be permitted. These students should be obliged to study or to follow the lesson. If the teacher cannot prevent a student who has been corrected from grumbling, muttering, weeping, or disturbing the school in some other manner, either because of youth, low intelligence or some other reason and if it has been observed that punishments not only do not bring a sense of duty, and perhaps even render the student more stubborn, it would ordinarily be more to the purpose not to make the correction. It would be better to pretend not to notice it when such a student does not study or fails to do some other duty. It might be better even to send the student home.

In these situations, the teachers will take care to obtain clarification or permission from the Director concerning what they should do. Silence during correction and a proper manner of administering it will ordinarily prevent the most of these failures.

One of the most effective means for avoiding many of these problems inconveniences is not to send students back to their places immediately after administering the ferule or the rod. They should be left kneeling in full view of the teacher.

Section III

Children Who Have Been Gently Reared and Those of a Timid Disposition; Stupid and Sickly Children; Little Children and Newcomers

There are some parents whose manner of bringing up their children is to give them all that they ask. They never contradict or oppose them in anything, and they almost never correct them for their faults. It seems that they fear to cause them pain, and so they cannot suffer that the least correction be administered to them.

Such children are almost always of a gentle and peaceable nature. For that reason, it is ordinarily better not to correct them. It is ordinarily better to correct their faults by some other means, such as giving them some penance that is easy to perform; preventing their faults in some skilful manner; pretending not to see them; or admonishing them gently in private.

If it is sometimes felt that it is necessary to correct them, it should not be done without consulting the Director or the Head Teacher. In such cases, correction should be light and very rare.

If the means that are used to prevent their faults or to correct them are of no avail, it is often better to send them home than to correct them. An exception to this might be made after speaking with their parents and making them agree that it will be well to correct the child.

Those who have a gentle and timid disposition should not ordinarily not be corrected. The example of students who do well, the fear which they naturally have of the chastisements which they see inflicted, and some penances will suffice to make them do their duty. They do not often commit faults, and they easily keep still. Furthermore, their faults are not considerable, and they should sometimes be tolerated. At times, a warning will suffice for them, at other times, a penance. Thus, there will be no need corrections and chastisements to keep them in good order.

Much the same can be done in the case of stupid children who create disturbance only when it becomes necessary to correct them. Ordinarily, this should not be done. If they are troublesome in school, it is better to send them away. If they cause no trouble and create no disturbance, they should be let alone.

The faults children like these commit ordinarily include not following the lesson, not reading well, not remembering or reciting the Catechism well, and learning nothing or very little. What is beyond their capacity must not be required of them. Neither should teachers let them become discouraged but should manage somehow to advance them, encourage them from time to time, and be satisfied with the little progress that they make.

In respect to those who are sickly, it is important that they should not be corrected. This is especially the case when the correction might increase their ailment. Some other means of correction should be used with them, or a penance be imposed on them.

There are also many little children who likewise must not be corrected or only very rarely. They have not attained the use of reason and are not capable of profiting from correction. Deal with them in much the same manner as with children of a gentle and timid disposition.

Finally, one must abstain from correcting children who are just beginning school. It is necessary, first, to know their minds, their natures, and their inclinations. They should be told from time to time what they are to do. They should be placed near some students who acquit themselves well of their duties. In this way, they may learn by practice and by example. They should

ordinarily be in school about two weeks before being corrected, for correcting newcomers can only repel them and alienate them from school. However, if it is important to act thus in respect to new students, it is of no less important that a teacher who is new in a class refrain from administering any correction until the students.

Section IV

Accusers and Accused

The teachers must not readily listen to reports and accusations made against students. However, they will not rebuff those who make these reports but will be careful to examine the reports well and not to correct hastily without due consideration for reports that have been made to them.

If it is some of the students who report or accuse one of their companions, the teacher will without delay determine privately whether other students have seen the fault committed. The teacher will do what is needed to learn the circumstances that will help to discover the truth. If the matter appears dubious or not altogether certain, the teacher will not correct the accused unless the latter admits the fault. When the fault is admitted, correction will be less severe, the assigning only a penance, but making the student understand that this is because the truth was told. If the teacher ascertains that the student has been falsely accused or that it is through revenge or some other passion that it has been done, the accuser will be severely punished.

If it is parents who come to accuse their children and say that they should be corrected, this should not be done just for this reason. Parents often speak thus from anger, and they would not do so at any other time. If, however, the fault deserves correction, the parents must be given to understand that they should correct their children themselves. If it happens that several students commit the same fault and each one knows that the others are guilty, if one is corrected all of them must be, for instance, if several students have been fighting or if two or three have been talking or playing during Holy Mass. However, if several have committed the same fault and they are unaware of the guilt of the others or if they believe that the teacher is ignorant of it, it will ordinarily be well to correct only one of them and to pretend to be unaware of the faults of the others.

On such occasions, the student whose correction will be of the greatest benefit both to the offender and to the others must be corrected. At the same time in situations like these do not correct those whom an example alone suffices to frighten and make attend to their duties, and those who have committed a fault for the first time or who commit it rarely.

ARTICLE VI

What the Practice Should Be in All These Methods of Correcting

When the teacher wishes to administer the ferule to a student, usual signal will be given to attract the attention of the students. The teacher will then indicate with the point of the signal the rule which has been violated and immediately make a sign to the offender to draw near. The offender will go to the teacher, make the sign of the cross, and hold out the left hand. Care must be taken that the student holds the hand well extended and quite steady, and does not withdraw it. If the

hand is not held properly, the teacher will personally demonstrate how this is to be done. If the refusal to comply continues, the student does not comply, the student must be forced to do so and given two strokes of the ferule instead of one.

When there is a refusal to hold out a hand, the teacher will make a sign to the student to go to the place where correction is administered, and will then administer it. In such instances, teachers will conduct themselves as they have been told to do when correcting with the rod, and so forth.

When the ferule is being administered the students must not put their thumb in the middle of their hand nor hold their hand half open. After the punishment the teacher will oblige them to cross their arms and kneel, or will have them go modestly to their seats, without permitting them to make any contortions with their arms or their bodies or to do any unseemly thing like grumbling or crying aloud. If any of these things is done the teacher will make the student come back and will again administer the ferule, unless the improper conduct ceases at once.

When correction is to be administered with the rod, the teacher will make the ordinary sign to attract the attention of the students, and will then indicate with the tip of the signal the rule that has been violated and immediately point to the place where it is the custom to receive this correction.

The student will at once go there and prepare to receive the correction in such a manner as not to be seen indecently by anyone. This practice of having the student himself prepare to receive the punishment without any assistance from the teacher will be very rigorously observed. If any student fails to do this, the punishment will be severe.

While the student is preparing to receive the correction, the teacher will also prepare inwardly to administer it in a spirit of charity and with thoughts fixed on God. The teacher will then calmly and sedately go to administer the correction.

The teacher may say a few words to dispose the student to receive the correction with humility, submission, and for the proper reason. After this, the teacher will give the usual three strokes.

Teachers will be careful not to lay their hands on the students for any reason whatsoever while they are correcting them. If the student is not yet ready, the teacher will return to the desk without saying anything. When the teacher does come back, the severest ordinary punishment will be administered, that is to say, five blows with the rod.

All the students will be instructed that they must be ready to receive punishment before the teacher comes and that if they are not ready then they will receive five blows later.

After waiting quietly a little while, the teacher will return to the student. If the student is not yet submissive and is not yet prepared, the teacher will proceed in the way described above for stubborn children. It is very important in such encounters to unite moderation with firmness.

When a student has been compelled to receive correction, the teacher will manage in some way at some later time to make the offender recognize and admit the fault. The student should be led to reflect and to make a strong and sincere resolution never to yield again to a similar obstinacy.

After having been corrected, the student will go and kneel modestly in the middle of the classroom in front of the teacher and with crossed arms, to thank the teacher for having been corrected. The student will then turn toward the crucifix to thank God and to promise at the same time not to fall again into the fault for which the correction was administered, and will do this without speaking aloud. After this, the teacher will make a sign for the student to be seated.

ARTICLE VII

The Place for Administering Corrections; When They Should and When They Should Not be Administered

Teachers must never leave their places in the classroom to administer the ferule. Should any happen to be elsewhere, they will return there for this purpose.

Ordinary correction with the rod will be administered in one of the most remote and obscure places in the classroom where any nudity cannot be perceived by the others. Great care must be taken in regard to this matter. Also, care must be taken to inspire the students with a great horror of the least glance in that direction on these occasions. Extraordinary correction, inflicted for certain particular faults that are very grave in comparison with others, such as stealing, disobeying, resisting the teacher should be publicly administered. That is to say, they should be administered in the presence of the students and in the middle of the classroom. This is done to give an example and to make a greater impression. It would even be useful to correct a student sometimes in all of the classrooms for very considerable and extraordinary faults.

Corrections must not be administered during Catechism or during the prayers. During these times the teacher can and should take particular note of those who have committed some fault, and without saying anything to them, should name them in a low tone to a reliable student, who will be instructed to remind the teacher at some other specified time. A teacher may, however, sometimes, but rarely and only if the teacher believes that it cannot be avoided administer the ferule during Catechism. Corrections must not be made on Sundays and holy days.

It is better to give correction only in the afternoon and not in the morning, and never at the end of school.

It is also very important to do nothing in church or on the street that is seen as correction, for example, striking with the hand or pulling the ear or the arm. Such acts indicate impatience and are very contrary to the gravity and wisdom which a teacher should always show, particularly in these places.

ARTICLE VIII

Penances: Their Use, Their Qualities, and the Manner of Imposing Them

Penances will be much more ordinarily used in the schools than corrections. They repel the student less, cause less distress to parents, and are much more useful.

The teachers will make use of them to humble their students and to bring them to a state of heart to correct themselves of their faults.

Penances should be remedial and proportioned to the faults committed. They should be administered to help students give satisfaction for their faults in the sight of God, and in the hope that they may be a preserving remedy to prevent repetition of the faults.

Teachers will take great care that the penances that they impose are in no way ridiculous and do not consist only of words, and will see that they be performed only in the classroom of the student who has committed the fault.

No penance will be imposed that might be prejudicial to the silence and good order of the school. Nothing that causes loss of time and that is useless should ever be given as a penance.

The teachers will impose no other penances than those which are approved for use in the schools and which are indicated in the following section. They will not impose extraordinary penances unless they have previously discussed them with the Director who has given approval.

When the teacher imposes a penance this will be done while seated at the teacher's own place and with a very grave manner. This is done to inspire respect in the one who receives the penance and to make this student perform it with humility, with simplicity, and for the edification of the others.

When about to impose a penance the teacher will give the student the ordinary sign to kneel in the middle of the classroom, with hands joined as the teacher had also signaled. The teacher then will in a serious tone pronounce the penance and name the fault for which it is being imposed, without saying a single word more than requires. The teacher will use the following or similar terms, in a loud, calm, and intelligible tone: "For having come to school late today, you will be among the first to come to school during the period of a week, and, if you fail to do so, you will be corrected." To be effective, this should be done when the student is least thinking of it.

After the penance has been imposed, the student will make a bow to thank the teacher, and will then remain some little time longer kneeling, facing the crucifix, to show God that the penance is accepted willingly and to ask of God the grace to perform the penance faithfully and for the love of God. Then, the student will be seated, if permission to do so has been given.

When penances are assigned to be performed at another time than that at which they are imposed, the teacher will delegate some of the students to watch over the one to whom the penance

has been given. They are to observe whether the penance is performed or not, and they are to inform the teacher without fail.

Section I

List of Penances Which are in Use and Can be Imposed on the Students for Certain Faults

When students come late for a second time and through their own fault, they may instead of receiving a punishment be required as a penance to be at school as soon as the door is opened, for a period of a week or two. The inspector of the class will be instructed to notice whether these students are there or not.

When students are so engrossed in eating that they do not listen as attentively as they should to the prayers, the responses of Holy Mass, or the Catechism, they will be made to kneel for a certain time.

Students who make several mistakes in reading because they have not studied may be ordered to learn by heart something from the Diocesan Catechism or even a part of the lesson which has not yet been studied, which would be very appropriate. They may be ordered to read one or two pages according to their ability after all of the others have read. At the same time, students will be threatened with correction if they do not know the lesson better in the future. The amount that such students will be required to read will depend on the level of the lesson in which they are.

Students who do not follow during a lesson may be required as a penance to hold up a book and keep their eyes on it a half hour without looking elsewhere.

As for those who have not written all that they should write or who have not applied themselves to doing it well, they may be required as a penance to write one or two pages at home. What they write will consist of some particular letters, words, or phrases that have been indicated to them and which they must take pains to write well and bring the next time.

Those who have been lacking in decorum during the prayers or who have not prayed to God, may be ordered to stand for one or more days in the middle of the classroom during the prayers. Their hands should be joined their eyes should be lowered, and they should demonstrate great modestly. If they raise their eyes or commit any other breach of decorum, they will be corrected.

The same will be done with those who have been lacking in decorum in church. That is to say, they may be ordered next day to keep their hands joined throughout all of the Holy Mass. They will do this without turning their heads, raising their eyes, or other similar things.

When students who are kneeling seat themselves back on their heels, they will be required to remain about a half hour kneeling in school; or they will be made to remain standing for some time with their hands joined, and their eyes lowered or resting on the crucifix.

Those who lean on the table or who maintain lax or unseemly postures will be made to stand.

A student who has not remembered the Catechism lesson of the preceding day, will be obliged to learn it and repeat it at the end of school without making a mistake or omitting anything. The student might be obliged to listen to the lesson of the day standing and with hands joined. The student might also be made to learn one in the Catechism in one day, or two, according to the student's capacity.

Students who do not know perfectly the Catechism lesson which is to be learned during the week, will be obliged to learn it and repeat it on Monday or Tuesday, perfectly, without making a single mistake under penalty of a double correction and of continuing the same penance the following week.

Class officers who have not properly acquitted themselves of their duties, may be punished by being deposed for some days and made to suffer some embarrassment.

The most appropriate penance and the one that is of the greatest utility is to give the students something to learn by heart.

CHAPTER VI

Absences

ARTICLE I

Regular Absences and Absences With Permission

Some students ask permission to be absent regularly on every day in the week for a certain length of time each day. This may be accorded them in moderation and for the following reasons, after they have been carefully investigated.

For example, certain students may sometimes be permitted to absent themselves from school during the week on market days to go to work or on account of their employment. This permission may be given provided that the absence is not in the afternoon and is only for the purpose of going to work and for nothing else. Some may be allowed, for the same reason, to come to school in the afternoon every day. However, no student will be permitted to come to school only in the morning. It will also not be permitted any student to come only at 9:00 in the morning or at 3:00 in the afternoon. Besides the fact that this disturbs the order of a school, many other students would want to do the same. Nor must others be allowed to come to school in the afternoon and to go away before the Catechism. All students must be present at the Catechism as well as at the prayers every day. Nevertheless, for weighty reasons, students who work may be permitted sometimes and those of the writing class daily, to come in just as school begins in the morning in order to read or to write, and to leave before the end of school. This permission presumes that they come also in the afternoon and are present at the Catechism and at the prayers.

ARTICLE II

Irregular Absences and Those that May or May not be Permitted

It sometimes happens that the students ask permission to be absent on Sundays and holy days. Some wish to go on trips or to go to visit their relatives; others wish to go to some village celebration or to some confraternity. None will be permitted to absent themselves from the Catechism on Sundays and holy days for any of these reasons except upon rare occasions and only when their parents ask it for them.

On school days, students will be permitted to go on pilgrimages to places which are a distance from the town and at which there is ordinarily a great concourse of people. This absence will be permitted when they go with their parents and when it is evident that it is only devotion and piety which impels them. However, they will not be allowed to absent themselves from school to be present at processions. The exception is the procession of the Blessed Sacrament during the octave of the feast, if it happens to be held in some parish on a day on which school is kept.

The students will be permitted to absent themselves from school on the feast of the Patron Saint of the parish in which they live, provided it be a solemn feast and celebrated by the parishioners.

Students whose fathers follow a trade may be permitted to absent themselves from school on the feast of the Patron Saint of their fathers' trade. However, they will be required to come to school in the afternoon.

Children will be permitted to absent themselves from school in order to buy stockings, shoes, etc. They will be permitted to absent themselves even to have their clothes mended. However, these permissions will be given only when it appears absolutely necessary and when the parents cannot choose another time.

No student will be permitted to be absent on Monday and Tuesday before Lent. This practice, which should be considered of very great importance, will be very rigorously observed.

ARTICLE III

The Causes of Absences and the Means of Preventing Them

When students are frequently absent from school, it is either through their own fault, through that of their parents, or through the fault of the teachers. The first cause of absences of students proceeds from the students themselves. It is because they are frivolous or undisciplined, because of their wildness, because they have a distaste for school, or because they have little affection for or a dislike of their teacher.

Those who stay away through frivolousness are those who follow the first idea that comes into their minds, who go to play with the first child they meet, and who ordinarily act without paying attention to what they do.

It is very difficult for students of this sort not to absent themselves from time to time. All that can be done is to deal with them in such a way that their absences are rare and of short duration.

Such students should be corrected only a little for their absences. This is because they will again absent themselves on the next day or on the first occasion afterward. They will reflect neither upon what has been said to them nor upon the correction that they have received. They will be induced to come to school more by gentleness and by winning them than by correction and harshness.

The teachers will take care, from time to time, to stimulate children with this type of mind and to encourage them by some reward or by some outside employment if they are capable of undertaking it. Above all, they will never threaten them with correction.

The second reason why students absent themselves is lack of discipline. This is either because they cannot be subjected to remaining a whole day in the same place, attentive and with their minds busy, or because they love to run about and play. Such children are ordinarily inclined to evil, and viciousness follows lack of discipline. For this reason, it is necessary to seek, with very great care, a remedy for their absence. Everything should be done to anticipate and to prevent it. It will be very useful to assign them some office in the class. This will give them a liking for school and will sometimes even cause them to become an example to the others. Much must be done to

win them and to attract them, at times being firm with them and correcting them when they do wrong or absent themselves, but showing them much affection for the little good they do and rewarding them for little.

The third reason why students absent themselves is because they acquire a distaste for school. This may be due to the fact that they have a new teacher who is not yet sufficiently trained. Such teachers do not know how to conduct themselves in school. They at once resort to corrections, or they are too lax and have no order or silence in the classroom.

The remedy for absences of this sort is not to leave a teacher alone in a classroom nor placed solely in charge until thoroughly trained by a teacher of great experience in the schools.

This is very important. It is important for the welfare both of the teachers and of the students. It is important in preventing frequent absences and in preventing various other disorders.

The remedy for teachers who are lax and who have no order in their classrooms, will be for the Director or the Head Teacher to watch over them and require them to account for all that takes place in the classes. They will particularly be required to account for their actions when they have neglected to look after the absent or have been remiss in any of their duties, however small and of however little consequence it may appear.

The fourth reason why students absent themselves is that they have little affection for their teacher. This is due to the fact that the teacher is not pleasant and in almost every situation does not know how to win the students. This kind of teacher resorts only to severity and punishments and consequently, the children are unwilling to come to school.

The remedies for this sort of absence will be for the teachers to endeavor to be very pleasant and to acquire a polite, affable, and frank appearance, without, however, assuming an undignified or familiar manner. Let them do everything for all of their students to win them all to Our Lord Jesus Christ. They should all be convinced that authority is acquired and maintained in a school more by firmness, gravity, and silence than by blows and harshness, and that the principal cause of the frequent absences is the frequency of the punishments.

Parents are the fifth principal reason for absence. Parents either neglect to send their children to school, or do not take much trouble to make them come or be assiduous. This difficulty is quite common among the poor, either because they are indifferent to school, persuaded that their children learn very little, or for some other trifling objection.

The means of remedying the negligence of parents, especially of the poor, is to speak to them and make them understand their obligation to have their children instructed. They should understand the wrong that they do to their children in not making them learn to read and write, and how much this can harm their children, since lack of this knowledge will leave the children incapable of any employment. Then they must be made to realize the harm that may be done their children by lack of instruction in those things which concern their salvation with which the poor are often little concerned. Secondly, since this class of poor are ordinarily those who receive alms, a list should be given to the parish priests of all those who do not come to school, their ages and their addresses. This is done in order that no alms be given their parents and that they may be urged and

obliged to send their children to school. Thirdly, an effort must be made to attract the children of people like this and win them over by every possible means, which can often be done with success. Ordinarily, the children of the poor do as they wish. Their parents often take no care of them or even idolize them. What their children want they also want. Thus, it is enough that their children should want to come to school for them to be content to send them there.

When parents withdraw their children from school to make them work, while they are too young and not yet sufficiently instructed, they must be made to understand that they harm them a great deal. To have their children earn a little they will make them lose a very much greater advantage. It should be explained to them how important it is to an artisan to know how to read and write well. It should be emphasized that, however limited the child's intelligence, the child that knows how to read and write will be capable of anything.

Parents must be urged to send their children to school if not for the whole day at least for the entire afternoon. It will be necessary to watch very carefully over children of this sort and take care of them. To obviate the problem of having parents complain because their children learn only little or nothing and so wish to withdraw them from school, Directors or the Inspectors of Schools must watch with great care over all of the teachers under their direction. They must particularly watch those of lesser ability. They must see to it that they instruct as diligently as possible all of the students who are entrusted to them; that they neglect none and that they apply themselves equally to them all, even more to the more ignorant and more negligent; that they keep order in the schools and that the students do not absent themselves frequently. The freedom they have in being absent is often the cause of their learning nothing.

The sixth principal reason why students absent themselves frequently is either because the teachers are too complacent in bearing with those who are absent from school without permission or because they too readily give permission to be absent.

To provide a remedy for this problem, every teacher must be very exact in watching over those who go to visit the absent. Every teacher must make sure that these visitors go to the homes of all of the absentees, that they do not let themselves be deceived by false reasons, and that they afterward report to the teacher the reasons that have been given them. Secondly, the teacher who receives the absentees and excuses their absences is to require their parents to bring them back, and is to receive no student back in the school who has been absent without first knowing and investigating well the reason given for the absence.

The reasons ordinarily are that their parents needed them, or that they have been ill. Others are absent because they are delinquents.

For the first reason to be good and valid, the need must be great, and also be very rare. The Inspector or the teacher will not accept the second reason if the student has been seen outside the house or playing with other children. Every teacher will be sure that those who visit the homes of the absent see all the ill students and report on the state in which they find them.

As for the delinquents, the Inspector or the teacher will observe what has been said above in the article on students who must or must not be corrected. They will not correct them themselves, but will oblige the parents to correct them at home before permitting them to return to school.

Those who have been absent without permission under the pretext that their parents needed them must not be easily excused. It is ordinarily the same ones are guilty of this fault. If they repeat it three or four times without troubling themselves about it, they must be sent home and not received at the school again until they as well as their parents are ready to ask permission for every absence from school.

When a student asks permission to be absent, the teachers must always appear reluctant to grant permission. They are to investigate the reasons well, and when they find these good and necessary, they will always send the student to the Head Teacher to obtain the permission. The Head Teacher will, however, grant the permission only after great difficulty. The Head Teacher will never listen to a student who asks for a permission that has already been refused.

Absences for trivial reasons will be rare. This is a matter about which the teachers must be very careful. It is better to send students home than to permit them to absent themselves frequently, for this sets a very bad example. Three or four students will be found in every school who always ask permission to absent themselves. If it is granted, they will easily lead others to absent themselves without reason. It is better to send students of this sort home and to have 50 who are very assiduous than to have 100 who are absent at every moment.

However, before sending students home for these or other reasons, the teacher will speak with their parents several times, and explain to them how important it is that their children should come to school assiduously and how it is otherwise almost impossible for them to learn anything, since they forget in one day what they have learned in several. Students will not be sent away from school unless it appears that both they and their parents are not concerned about it and do not profit at all by all that it has been possible to say to them in this matter.

Finally, before sending away students on account of absences or for anything else, it is well to make use of the following means to remedy the situation: (1) deny the rewards for assiduity gained by a student who has been absent, even with permission; (2) do not promote the student to another level or to another lesson the next month even though the student knows how to read perfectly or is capable of being promoted; (3) make the student stand for several days in school or make use of some other penance that will embarrass the student, will be unpleasant for the parents, will incite the student to come punctually, and so will oblige the parents to force the child to be assiduous.

ARTICLE IV

How and by Whom Absentees Should be Received and Their Absences Excused

The Director will appoint one teacher in each school to receive back to school the students who have been absent and to excuse their absences.

Students who have been absent may be received and their absences excused not later than 8:30 in the morning and not later than 2:00 in the afternoon. The teachers will not fail to notify the students that all who have been absent must be at school before the teachers themselves arrive. The

students must understand that if their absences have not been excused before the bell begins to ring at 8:30 and at 2:00, no matter what reasons they allege, that they will be punished or sent away.

If parents make complaints when they bring back their children, the receiving teacher will be careful always to excuse the teacher, if it is of the teacher that complaints are made giving whatever advice judged necessary and then carefully reporting later to the Director the complaints that have been made and the reason. The receiving teacher will be careful to finish with the parents in few words.

If the absence is the fault of the parents, the student will first enter school. The teacher who has received them will then speak with the parents in private to make them realize their fault and the wrong that they are doing their children in procuring such permissions for them or allowing them to be absent. The teacher will urge them to be more exact in making the children come delinquent to school, and inform them that, if they fail to do so again for similar reasons, the children will not be taken back. This, in reality, must be what is done.

Students absent through their own fault must be reprimanded in the presence of the parent who brings them back. Later and in private, the parent will be given the necessary instructions for forestalling and preventing future absences of the child.

If the receiving teacher is not familiar with the conduct of the student and the reasons for the absence or is in doubt concerning them, the teacher will leave the parent and the student at the door and go to consult the classroom teacher, then returning to speak with the parents and the student and tell them what is considered appropriate.

When students who have absented themselves or who have been excused enter school, they will stand at the back of the classroom until the receiving teacher has spoken to the teacher of their class and the latter has instructed them to go to their seats or to the bench of the absentees.

Each time the receiving teacher has excused the absentees who have presented themselves the teacher will tell each of their teachers which students have been brought back, what their parents have said, and in what manner and under what conditions the students have been received back, or will send someone to do so.

CHAPTER VII

Holidays

It is important that holidays and vacations should always be regulated in the same manner in all of the schools. This is one of the things that will be of great use in maintaining good order.

There are four things to be considered in this chapter: (1) ordinary holidays; (2) extraordinary holidays and the occasions on which they may or may not be given; (3) vacation; and (4) the manner of indicating and making known holidays both to teachers and to students.

ARTICLE I

Ordinary Holidays

Ordinary holidays are those that are indicated below.

A whole holiday will be given every Thursday of each week in the year, if there are no holy days of obligation during the week.

When there is a holy day of obligation in a week and if it falls on Monday, Tuesday, or Saturday, a half holiday will be given on Thursday afternoon. If it falls on Thursday or Friday, a half holiday will be given on Tuesday afternoon. If it falls on Wednesday, a half holiday will be given on Friday afternoon.

When there are two or more holy days of obligation in a week, there will be no holiday in that week.

On the day of the Feast of Saint Nicholas, who is the Patron Saint of school children and on Ash Wednesday, a whole holiday will be given on that day instead of on the Thursday of that week. However, on each of these days, the students will come to school in the morning. On the morning of each of these days, they will be taught their Catechism from 8:00 until 9:00, at which time they will be taken to Holy Mass in the church to which it is the custom to take them.

On Ash Wednesday, after Holy Mass, they will receive the ashes. If there is an interval between the prayers in school and the time for Holy Mass, students will be instructed by demonstration concerning what they should do and how they should approach the altar to receive the ashes. If there is no interval between the prayers and Holy Mass, these instructions will be given during the last quarter of an hour of the Catechism.

If the Feast of Saint Nicholas falls on a Sunday, the celebration for the students will be transferred to the following Thursday, which will be observed as indicated above.

On the day of the Feast of Saint Joseph, the Patron Saint of the Community,¹ a whole holiday will be given instead of on Thursday. When this feast falls on Sunday or in Holy Week, it will be celebrated on the day to which it is transferred by the Church.

Holiday will be given from Thursday in Holy Week inclusive to the following Wednesday, exclusive, on which day school will begin again. However, the students will be taken to the Parish Mass on the two last-named feasts.² They will be taught their Catechism on the days of the feast of the Transfiguration, of the Presentation, of the Visitation of the Blessed Virgin, and of the Exaltation of the Holy Cross.

On whatever day of the week these feasts come, a holiday will be given instead of on Thursday. No other holiday will be given during the week, unless one of the feasts comes on Sunday.

ARTICLE II

Extraordinary Holidays

No extraordinary holidays will be given without an evident and indispensable necessity. When the Director of a Community House thinks that it is necessary to give one, the Director will consult the Superior of the Institute before doing so, in case this necessity can be foreseen. If the necessity cannot be foreseen, the Director will inform the Superior afterward and will make known the reasons that required the granting of this holiday.

When it is necessary to give an extraordinary holiday, it will always be given instead of the regular weekly holiday. If there is a holy day in the week, the extraordinary holiday will be given only in the afternoon if that holiday calls only for the afternoon. If the holiday is prescribed for the morning, it will be given for the whole day.

The occasions on which extraordinary holidays will be given are the following.

First, extraordinary holidays will be given for fairs when they last only one day.

Second, extraordinary holidays will be given on the day of the burial of a teacher who has died in the Community in the town. If it is not possible to celebrate the funeral office either the next day or in the same week, a whole holiday will be given on the day of the burial instead of on Thursday. If it is possible to celebrate the office the next day, a whole holiday will also be given then. If the funeral office is celebrated in the same House on a day much later than that of the burial, or in another week, a whole holiday will be given on the day of the service.

Third, holiday will be given on the days on which some extraordinary ceremony is being celebrated in the town. This is provided that the ceremony is not bad, that it will not do the students harm to be there, and that it is not considered possible to prevent them from going.

¹That is, this is the patronal feast of the Community of the Brothers of the Christian Schools.

²The two last-named feasts are the Feast of Saint Joseph and Holy Thursday.

Fourth, holiday will be given on the day of the feast of the Patron Saint of each of the parishes in which the schools are situated. This is also the case on certain days which, while they are neither days upon which it is necessary to refrain from servile work nor holy days of obligation, are nevertheless kept in the town or in the parish in which the House of the Institute is situated.

Fifth, holiday will also be given on the day of the octave of the Most Blessed Sacrament,³ even though there be a holy day in that week.

The occasions on which neither ordinary nor extraordinary holidays will be given are the following.

First, holidays may not be given on the Monday and Tuesday immediately preceding the first day of Lent. Furthermore, the students will even be required to be more exact in their attendance at school on these days than on any other day in the year.

Second, holidays may not be given on Rogation Days and on the Feast of Saint Mark under the pretext of assisting at the processions.

Third, holidays may not be given on the Feast of the Translation of the Relics of Saint Nicholas, even though this is one of the feasts of the Patron Saint of school children.

Fourth, holidays may not be given on the days of the feasts of the Patron Saints of the different trades nor on any one of them.

The time spent in school will not be diminished, unless for some evident and unavoidable necessity.

ARTICLE III

Vacation

This article comprises four items: (1) what concerns the vacation in itself; (2) the counsel that the teachers should give their students so that they may spend the vacation time well; (3) what is to be done in school on the last day before vacation; and (4) what is to be done on the day of the return to school.

Every year, school will be closed everywhere for one month. This is what is called vacation.

Vacation will be given everywhere during the month of September. In all places, everyone will also return to school on October 1.

On the last day of school, nothing except the Catechism will be done from 1:30 until 3:00. The Catechism lesson will be on the manner in which the students should spend the time of their

³The feast referred to here is the Feast of Corpus Christi.

vacation. Among the counsels which the teachers will give to the students so that they may spend this vacation time well, the principal are: (1) not to fail to say each day the morning and evening prayers that are recited in the schools; (2) to assist at Holy Mass daily with devotion and to say throughout Holy Mass the prayers which are in the Manual of Exercises of Piety; (3) to assist at the Holy Mass and vespers in their parish churches on Sundays and holy days of obligation; (4) to go to Confession and, for those who have already made their First Communion, to go to Holy Communion at least once during this time; (5) to go each day to some church to visit and adore the Blessed Sacrament for at least 15 or 30 minutes; (6) to say the rosary every day, in order to acquire and preserve a devotion to the Blessed Virgin; (7) not to frequent bad company; (8) not to plunder gardens and vineyards, which would be thieving and a great sin; (9) not to go bathing;⁴ and (10) not to play cards or dice for money.

At 3:00 o'clock, the prayers will be said. Following this, the teachers will return their papers to the writers. This is done so that they may practice writing during the vacation, and teachers will even urge the students to do so. No rewards will be given at this time, but after the vacation and at the opening of school, unless the Director sees fit to do otherwise.

At the end of the Catechism, the teachers will notify all of the students to be in school after vacation on the appointed day as early as 7:30 in the morning. This is in order that they might assist at the Mass of the Holy Spirit, which will be celebrated for their intention.⁵ On the day of their return and while they are assembling in school, they will be taught the Catechism from 8:00 until 9:00 o'clock. This will be after the prayers which are said for the opening of school.

At 9:00 o'clock, they will be taken to Holy Mass, which will be celebrated for their intention, to invoke the assistance of the Holy Spirit.

The pastors of the parishes in which the schools are situated will be requested to say this special Mass or to have it said. Otherwise, it will be said at the expense of the Community.

ARTICLE IV

Manner of Informing Teachers and Students of Holidays

On every Sunday at the end of the thanksgiving after Holy Communion, the Director of each Community House will announce to the teachers the holy days of obligation that will occur during the coming week; the day on which there will be holiday; and whether the holiday will be for the whole day or in the afternoon only.

If it happens that it is necessary to give some extraordinary holiday which was not foreseen on Sunday, the Director will give notice of it on the evening before or in the morning after the litany of the Holy Child Jesus or else in the afternoon immediately after the litany of Saint Joseph. If

⁴This, of course, refers to bathing in public and probably nude.

⁵Wherever Catholic civilization dominates, it is customary to celebrate this Mass in honor of the Holy Spirit to invoke the divine inspiration and aid at the opening of schools, parliaments, courts of justice, deliberative assemblies, etc.

there is anything particular to be done in school during the week, the Director will follow the same procedure.

Teachers will announce in their own classrooms (at the end of school and immediately after evening prayers) the holidays and any other special events (above all, the feasts of the Church) that occur during the week. Teachers will take care to state these things in few words, to forget nothing, and to express themselves in such a manner that they can be understood by all of the students.

CHAPTER VIII

School Officers

There will be several officers in the school. These officers will be charged with several different functions which the teachers cannot or ought not do themselves.

These officers will be appointed by the teachers of each class on one of the first three school days after the vacation.

Each teacher will submit the names of those chosen as class officers to the Director or to the Head Teacher. The teacher will not have them begin to exercise of their duties until they have been approved. If it later becomes necessary to change them or to change one of them, the nomination of another or others will be made in the same manner. These officers and their obligation will be discussed below.

The Reciters Of Prayers

There will be two officers in each school to whom will be assigned the duty of reciting the prayers. One of them will recite the prayers in the morning; the other will recite the prayers in the afternoon. They will alternate between reciting morning and evening prayers.

The one who says the prayers in the morning during one week will say them in the afternoon during the following week. The other one will change in the same way. They will recite all of the prayers that are said in school sedately, attentively, and decorously. They will recite all of the prayers in such a manner that they can be easily heard by all of the students.

No students will be appointed to this office unless they know all of the prayers perfectly, recite them distinctly, and the students are reserved and well behaved, so as not to cause the distraction of the other students.

Two reciters of prayers will be appointed each month and will be chosen from among the class of writers. They may be continued in this office in case there are not others who can acquit themselves as well as they do of this duty, but for no other reason, for this appointment contributes much to making the students recite the prayers well in private and to making them like to say their prayers at home with deliberation and attention.

The Holy Water Bearer

There will be one student who will take an aspergillum¹ to Holy Mass on every school day. On Sundays and holy days of obligation, this student will take the aspergillum to both Mass and vespers. In this way, students may take holy water on entering and on leaving the church. This officer and the keeper of rosaries will go first and will lead the others on the way to church. On entering the church, the holy water bearer will stand near the holy water font and will remain there

¹An aspergillum is a short-handled brush or a perforated globe holding a sponge which is used for sprinkling holy water.

until all of the students of all of the classes have passed and have taken holy water. The holy water bearer will do the same when the students leave the church. This student will be placed in such a manner that the students can easily take holy water from the aspergillum, which will be dipped from time to time in the font whenever the bearer observes that there is no more holy water on it.

The aspergillum will be held straight out in front of its bearer, who under pain of punishment will not use it to sprinkle the others or to play with it.

For as long as the students are passing, the holy water bearer will remain standing in a modest posture, with eyes lowered, without looking at any one of them as they are passing, and without turning. When all of the students have left the church and are not to go back to school, the holy water bearer will return to the school with the keeper of the rosaries and replace the aspergillum where it is usually kept. This student should be very pious and very well behaved and will not be replaced by another unless it is necessary.

The Rosary Carrier and Assistants

There will be one student chosen to carry the rosaries to the church every time the students are taken there. A teacher will count out the rosaries to this carrier, who will take care to count the rosaries every day immediately after Holy Mass or in the afternoon. If any of them are missing, the carrier will notify the teacher who is responsible to count them on the last school day of each week. There will be as many bundles of rosaries as there are rows in the church of two students in a row. If there is more than one row of two in a row, there will be one or more assistants to distribute the rosaries, one to each rank of two students in a row.

When the students are all kneeling in their places, this officer will take one or more bundles of rosaries to give to the assistant or assistants. Each one of them will go down a row between two students from beginning to end. Each will distribute the rosaries to those who do not know how to read, that is, to those who read only the charts of the alphabet and of the syllables.

As soon as Holy Mass is finished, they will go in the same way, each down the assigned row to take back the rosaries from those to whom they were given at the beginning of Holy Mass. The carrier of the rosaries will then take the bundles from the assistants and add them to those already collected.

If the students do not return to the school after Holy Mass, the carrier of the rosaries will go with the holy water bearer to take the rosaries back to the school and put them in their usual place.

It will also be the duty of this officer every day at the beginning of school both morning and afternoon to give the rosaries to those who are to be the first to say the rosary in school. This officer will be careful to remember who were the last to say the rosary during the preceding session of school.

This class officer will notify the students who say the rosary in turn in the order of the benches, and will see that those who say the rosary in school say it with deliberation, piety, and decorum and that they do not talk and play. If any students are guilty of any of these things, the officer will at once inform the teacher.

If there are more than three classes in a school, there will be two or three students appointed to this office. They should be very sensible, very well behaved, and even very trustworthy, since they must be careful not to lose the rosaries.

The carrier of the rosaries and the assistants will ordinarily be chosen from the class in which the rosary is said. If, however, there are not any in it who are capable, these officers will be chosen from another class.

The Bell Ringer

There will be in each school a student whose function will be to ring the bell for the beginning of school and of prayer exercises. At the beginning of school and at every hour this attendant will ring five separate strokes of the bell. On every half hour, five or six strokes of the bell will be tolled.

At the end of school, the bell will be rung and then also tolled five or six strokes. This will announce that it is the end of school and that the prayers are to begin.

Care must be taken to ring the bell exactly on time. About the time for a *Miserere* before the beginning of the prayers in the morning and before the Catechism in the afternoon the bell ringer will toll two or three strokes to notify the students to put their books away, the collectors to gather up all papers, and all to prepare themselves and be ready to begin the prayers without a moment's delay and as soon as the bell has ceased ringing) the prayers. This officer should be very assiduous in attending school, careful, vigilant, exact, and very punctual in ringing the bell on time.

Monitors and Supervisors

There will be monitors in all of the classes during the absences of the teachers but at no other times. The exception is in the classes of the writers. In those classes, there will be a monitor during breakfast and lunch. The monitor will supervise those who are repeating the prayers, the Catechism, and the responses of Holy Mass.

All of the care and attention of the monitor will be directed to observing everything that takes place in the classroom. The monitor will do this without saying a single word no matter what happens and without leaving the assigned place. Monitors will not permit any student to speak to them or to approach them during the entire time that they are fulfilling their duties.

The monitor will not threaten any student either by signs or otherwise no matter what the fault committed and will never use the ferule or of anything whatsoever to strike the students.

The monitor will always remain seated at the assigned place and will report faithfully to the teacher everything just as it has happened, without adding or concealing anything, noting those who keep silent and those who make the least noise, and above all, being careful to give a good example to the others. Students who have been appointed to this class office must be convinced that they have been put there not merely to watch all that takes place in the school, but even more important, they have been appointed to be the model for the others.

The teacher will examine carefully the things that the monitor reports, in a low tone and privately, before determining whether or not to punish those who have been reported for having committed faults. In order to find out more easily whether the monitor has told the truth, the teacher will ask privately the most trustworthy students who have witnessed the faults whether the matter took place in the manner and under the circumstances that the monitor has declared. The teacher will punish the students who have committed the faults only in case the teacher finds that what the others say agrees with what the monitor has reported.

The teacher will listen to complaints that are made against the monitor, especially if those who make them are disinterested and if they are among the more sensible and more trustworthy students. Should the monitor be found guilty, the punishment will be much more severe than for another student committing the same fault. Furthermore, this inspector will at once be deprived of the office.

The monitor must be very punctual and among the first to come to school. The monitor must be vigilant, so as to observe all that takes place in the school. The monitor must be neither frivolous nor a liar and must not be prone to partiality for anyone. In other words, students who have this office must be prepared to accuse their siblings, their friends, and their companions that is to say, those with whom they associate as well as they are prepared to accuse others. Above all, the monitor must not receive any gift from anyone. If detected in this fault, the monitor will be very severely corrected and deprived of office.

Observers

There will be two students in each class appointed to watch the conduct of the monitor while the latter is exercising the functions of that office. Their responsibility is to see whether students who hold the office of monitor allow themselves to be corrupted by gifts; whether they demand anything from the others for not declaring their faults; whether they are always among the first to come to school; whether they speak when they should be silent; whether they leave their place; whether they see to it that no one else leaves their place; in short, whether they fulfill their duties with very great exactitude. It will be best if these supervisors are not known to the inspector. For this reason, they will not be appointed like the other class officers and will not even be called officers. These observers will be among the most sensible, the most pious, and the most punctual students. They will be privately instructed to pay attention to the conduct of the inspector, and will render an account of that conduct as soon as possible whenever anything extraordinary happens.

There will also be certain monitors or observers for the streets especially for those in which many students live. They will watch how the students of the district to which they have been assigned behave when returning from school.

There will be observers in each district or important street. They will watch everything that takes place and will at once notify the teacher of it in private.

Distributors and Collectors of Papers

There will be in the class of the writers one or two students to distribute the papers to the writers at the beginning of the writing period, to take them again at the end of it, and then to put them back in the proper place.

If all of the students in the class are learning to write, there will be two charged with this function. If only some of the students in the class are learning to write and if they are not too numerous, there will be only one student assigned to this class office.

The distributors and collectors of papers will be careful to place all the papers in the proper order, one upon another, in the same order as the students are seated to whom they belong. In this way they can return all of the papers properly.

They will go from table to table, both to give the papers out and to take them back. If any students are absent, they will nevertheless leave the papers at their places. They must distribute and collect all of the papers promptly and silently.

If the teacher finds it useful, these officers will go to each writer a short time before collecting the papers to see what each has written. They will note whether the students have written as much as they should have, whether the paper is rumpled, and the like. If they find that anyone has been remiss in anything, they will at once inform the teacher.

Collectors will make sure that all of the students dry what they have written and fold their papers before returning them.

Sweepers

There will be one student in each classroom whose duty will be to sweep it and keep it clean and neat. This student will sweep the classroom once daily without fail at the end of the morning school session. If the students go to Holy Mass, the sweeper will return to the school for this purpose.

Before beginning to sweep, this student will put the benches near the wall some on one side and some on the other. When there is need of it, the two sweepers from the two adjoining classrooms will help one another to remove and replace the benches but in nothing else.

After having removed the benches, the sweeper will if it is necessary sprinkle the floor of the classroom. The student will then sweep the room and carry all of the rubbish in a basket to the designated place in the street. The sweeper will then replace the broom, the basket, and the other things that have been used back in the place where they are ordinarily kept.

The teachers will see that the sweepers always keep the classrooms of which they have charge very clean.

The sweepers should not be slow, but very active, so that they do not take too much time in acquitting themselves of their duties.

They should be distinguished by a great care for neatness and cleanliness. They must, however, also be sensible and not given to quarreling or trifling.

The Doorkeeper

In each school, there will be only one entrance door. If there is more than one door, the others, (which the Director will select), will be closed and always kept locked.

A student from one of the classrooms, ordinarily the one at the entrance will be appointed to open and shut this entrance door each time that anyone enters the school. This student will be called the doorkeeper.

The doorkeeper will be placed near the door in order to open it promptly. The doorkeeper will not leave the door open, and will always bolt it.

The doorkeeper will allow no one to enter except the teachers, the students, and the priest of the parish in which the school is situated.

When someone knocks at the door of the school, the doorkeeper will at once open it quietly and with the least possible delay, answer the person who is knocking. After having again bolted the door, the doorkeeper will notify the teacher who has been designated as the one to speak with visitors.

While the teacher is speaking with someone, the doorkeeper will leave the door sufficiently open for it to be possible to see from within the classroom both the teacher and the person with whom the teacher is speaking.

The doorkeeper will guard the door from the time when it is first opened until the time when the students begin to leave the school. For this reason, this student must always be the first to arrive at school. The doorkeeper will always keep silent and will never speak to any student who is entering the school or going out of it.

The doorkeeper will be exact in reading in turn like the others. And as far as possible pay attention to and follow the lesson during all of the time when not busy at the door. Doorkeepers must be frequently change and care should be taken that they do not lose time for reading. This can be done by making the student read at the end of school or by having another act as doorkeeper during the lesson.

This officer will also have charge of the stick which is given to the students when they go outside, giving it to the one going out and taking care that no student goes out without it. In this way and in so far as it is possible, no two will go out together for this reason. The doorkeeper will put the stick away every day after of school both morning and afternoon. The doorkeeper will let no student go out unless the student has the stick.

The doorkeeper will be chosen from among the most diligent and the most regular in attendance at school. The student should be sensible, reserved, well behaved, silent, and capable of edifying the people who come to knock at the door.

The Keeper of the School Key

The keeper of the school key will be at the door of the school punctually every day, mornings before 7:30 and afternoons before 1:00. This class officer will be forbidden to give the key to any other student without the permission of the teacher who is in charge of this school. When the students do not return to the school after Holy Mass, the keeper of the school key will return with the carrier of the rosaries, the holy water bearer, and the sweepers, and will see that the latter make no noise while they are sweeping. The keeper of the school key will not leave before the others do.

This student will also be responsible for everything in the school, and must take care that nothing is carried away. This class officer should be chosen from among those who are the most assiduous and who never miss school.

CHAPTER IX

Construction and Uniformity of Schools and of the Furniture Which They Contain

The schools should be arranged in such a manner that both the teachers and the students can easily fulfill their duties. The seats should be on the same level, whether low or high. The entrance door in so far as possible should be placed in such a manner that the students need not pass through another classroom in order to reach their own.

When school is held in a room which opens upon the street or upon a common courtyard, the windows must be at least seven feet above the ground, so that people passing are not be able to see into the school.

It must also be so arranged that there are restrooms for the children. It would be bad for them to go out into the streets.

The classrooms must have good daylight and good air. For that reason, there must, if possible, be windows at both ends of each classroom for ventilation.

The classrooms should be at least 18 or 20 feet square. At most, they should be 25 feet square. Classrooms that are very long or very narrow are inconvenient.

The small and medium-sized classrooms should be at least 15 to 18 feet square. The communicating door should be so situated that the teacher's chair can be placed against the wall opposite this door.

The benches of the students should be of different heights. That is, there should be benches which are 8, 10, 12, 14, and 16 inches high. They should be from 12 to 15 feet long, completely joined and fastened securely. The boards of each bench should be about an inch and a half thick and 6 inches wide. Each bench should have three sets of legs, each consisting of two uprights with a crossbar at the bottom. In each one of the lower classrooms, there should be two benches which are 8 inches high for the smallest students; three benches which are 10 inches high; and three benches which are 12 inches high for the medium-sized and larger students. The number of these benches can be diminished or increased according to the total number of the students.

In each large classroom, there should be a number of tables, depending on the number of the students, for writing exercises: two of the highest for the largest students and the other tables lower for the medium-sized and the smaller students. All of the tables should have benches of the same length. The highest tables should be 2 feet 3 inches high at the back and 2 feet 1 inch high at the front. This is done in order to give a slope to the table. The benches for these tables should be 16 inches high. The lowest tables should be 2 feet high at the back and 1 foot 10 inches high at the front. The benches for these tables should be 14 inches high. The tops of the tables should be 15 inches wide and at least an inch and a half thick. They should be 9, 12, or 15 feet in length (in proportion to the size of the classroom). Each table should be supported by three trestles or table supports. The top of each trestle should be as long as the table is wide (about 3 inches thick and 5 inches wide). The 3 uprights (which should be joined and fastened securely into the top) should

each be 2 inches square and should open out toward the bottom. At the bottom, the spread should be of about 15 inches. This will give solidity and balance to the trestle. Each support should be attached to the table with a large squareheaded screw. The screw should be set in the table in such a manner that it is even with the surface, that it passes through the table and the trestle, and that it is fastened underneath with a bolt.

On the table, there will be as many leaden inkwells as necessary, each one to be used by two students.

If some teacher should later on find another manner of constructing these writing tables which would be easier and more solid, that teacher will propose this new manner to the Superior before making use of it.

The charts of the alphabet and of the syllables will be arranged in the following manner. They will be the same in all the Houses of the Christian Schools .

These charts will be at least 2 feet 4 inches long and 1 foot 8 inches high, not including the border.

The letters and syllables will be placed one above another in the form of a column, as is indicated on the models of the two charts.

The chart of the alphabet will be divided into two parts as indicated on the model. The first part consists of the small letters. The second part consists of the capital letters. Each part will contain six lines. Each line will contain five letters, diphthongs, and letters joined together and therefore being counted as only one letter (for example: ft, fl, fl). The same is true with other examples. The table of small letters and the table of capital letters will be separated one from another by a space of about three inches, so that there will be a distance of three inches between the last letter of each line of the first part and the first letter of each line of the second part. For instance, there should be a distance of three inches between the small e, which is the last letter of the first line of the first part, and the capital A, which is the first letter of the first line of the second part. The same is true of the other lines.

The first stroke of each letter in both parts should be at least an inch and two-thirds distance from the first stroke of the following one. The lines should be at least three inches distant one from another.

The second chart, which is of syllables of two and of three letters should contain seven lines. Each line should contain seven syllables. The first three, the fifth, and the sixth syllables of each line should be syllables of two letters. The fourth and seventh lines should consist of syllables of three letters, all as is indicated on the model. There must be at least two and two-thirds inches after each syllable, that is, between the end of one syllable and the beginning of the next. The lines should be about 3 inches apart.

The chart of French and Roman numerals will be 3 feet 8 inches in height and 7 feet long. It will be divided into two panels.

In the first panel, a large sheet of paper will be pasted. On that paper, the French and Roman numerals will be printed. In the other panel, the chart of the vowels, the consonants, the punctuation marks, and the abbreviations will be pasted .

In each classroom in which connected sentences are written there will be: a large board, 5 feet in length and 3 feet in height, consisting of two panels. On each panel, two examples in arithmetic can be written. For examples in division, an entire panel will be required. This board should be attached to the wall in the most convenient place, the bottom about 5 feet above the floor and the top slanting forward. The two panels of this board are painted black with oil paint so that it will be possible to write examples upon them with chalk. The board should be made like this model.

The chairs for the teachers in each classroom will measure 20 inches from the seat to the footstool. The footstool, which will be attached to the chair, will be 12 inches in height and 18 inches from the seat to the top of the back. The chairs will have straw bottoms.

There will be a chest or cupboard in which to put away the papers and other things used by the teachers and students.

In each classroom, there will also be a picture of the Crucifix; of the Blessed Virgin; of Saint Joseph; of the Holy Guardian Angel; and of the five rules mentioned in Article V of Chapter II (Signs Which Are Used In The Christian Schools) of Part Two. All of these will be pasted upon heavy backs or framed.

Finally, there will be in the classroom of the writers a little bell. This is the bell which will be rung for the school exercises.