



BOOK  
OF THE  
ORDER OF STUDIES  
IN  
THE SCHOOLS OF THE  
SOCIETY OF THE HOLY CHILD JESUS



# BOOK OF THE ORDER OF STUDIES



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THE SCHOOLS OF THE  
S. HOLY CHILD JESUS

1863

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## PREFACE.

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We have before us the "Book of Studies," which is simply the same sort of guide as a chart is to the traveller. We must *use* it in the same way to assist us in the sweetly laborious duty of Education.

Though we so well know, that great things are achieved only by untiring labour and suffering, we sometimes forget that in training and teaching children it is absolutely necessary to walk step by step, to teach line by line, to practise virtue little by little, in *act* after *act*, and only by such acts of virtue as are suited to the age and stage of moral and intellectual development of those we are guiding. Let us not want "to fly" by ourselves, lest we leave our pupils behind to be lost in a mist. Line by line, and step by step, in all learning and in all virtues, form the whole educational system. See the little birds how they carry insect after insect to the nestlings, just so must we give moral and intellectual food to our dear pupils, that from this labour of love may flow the desired result. Let us remember the parable of the Old Man and his Son in clearing the field of Brambles. We

PREFACE.

are led to sin by seeking pleasure and avoiding pains and labours. Let us embrace the contrary, and joyfully *take pains* and *accept of labour*, piece by piece, week by week, and day by day, and thus make sure our victory.

Feast of the Nativity of St. John the Baptist,  
Convent of the Holy Child Jesus,  
St. Leonards-on-Sea.

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## THE ORDER OF STUDIES.

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*Division of the School.*—The school shall be divided into three grades, viz.—Elements, Grammar, and Literature.

The first grade is formed of the two lowest classes in elementary studies.

Grammar, or the second grade is formed of the third and fourth classes.

Literature, or the third grade is formed of the first and second classes.

Each grade embraces a period of four years; that is to say, in each class studies are provided for two years, and each grade embraces two classes. The first grade is composed generally of children from four years of age to nine; the second of pupils from nine to fifteen; the highest from fifteen and upwards.

*1st. Grade.*—Division of Time for the first Grade.

The time for the first Grade shall be divided into half hours or short periods, in order to recreate the children between each lesson, and the Time Table shall be drawn up to accord with this object.

*2nd. Grade.*—The division of Time for the second Grade shall be as follows: *In the morning* two hours of study and class on Grammar and Reading, one hour on Writing, and one hour on accessory lessons in the vernacular. The first three hours shall always be employed on alternate days on the study of the vernacular, and on that language which is considered the most necessary for a finished education; as for example, in the nineteenth century the French language is the *passé-partout*.

*The afternoon* shall be employed in one hour on Drawing, one and a half hour on Foreign Languages, or on those studies in the vernacular most necessary to advance the class; one hour and a quarter on Needlework; one half hour shall be given to Religious instruction.

Five minutes fresh air, or change of air and exercise, are to be taken between each change of study.

*Music.*—One hour's practice besides the music lesson is to be secured for all those who learn music, and this hour must be taken before, or between the class hours.

*Extra lessons.*—Extra class-lessons for those who are not able to follow the classes, must be taken from the time devoted to foreign languages.

*3rd. Grade.*—The division of Time for the highest Grade shall be one half hour's private study, and four hours of lectures, lessons, and reading, following the subjects named in the syllabus. The first two hours shall always be employed on alternate days on the study of that language which is considered the most necessary to be thoroughly known after the vernacular. The first quarter of each hour should be taken for study and repetition upon the subject of the lesson. At every hour or change of study, the children shall be allowed five minutes relaxation, and fresh air if possible, or at least a change of air.

*In the afternoon* one hour for Drawing.

One and a half Foreign languages, or Music lessons.  
One and a quarter for Needlework and practice, and  
One half hour for Religious Instruction.

The order of these hours may be changed by the command of the Provincial, provided that each mistress has the same length of time assigned by the rules, and that constancy is preserved in what is undertaken.

## ORDER OF THE CLASS.

The first half hour of Class shall be employed in the repetition of the lessons. The second half hour in explanation of the lessons that have been marked to be learnt, and the third half hour in reading and taking Notes.

But in the first and second classes where the morning is divided into the four University hours, the first quarter of each hour only shall be taken for repetition.

(a) *Repetition and Memory.*—The books from which the repetition is made are to be found in the Syllabus. The children shall repeat in pairs to each other as the mistress shall point out, she herself hearing two, and each day she shall take the two whom she judges most expedient to hear, especially the most inattentive. The repetition is required to be as prompt and perfect as reading, but the lessons to be learnt must not be too long, nor beyond the capacity of the pupils. After the repetition, the lessons are to be given for their next study on the same subjects.

*Repetition on the two last days of the week.*—On Friday they shall repeat all they have learnt in the foreign languages, and on Saturday all they have learnt in the vernacular, or if the days on which these languages are taught are reversed, the repetition will necessarily be vice versa.

(b) *Explanation.*—Explanation of every lesson to be learnt is to be given fully before the memory is taxed. Let the mistresses in all their lessons and explanations go repeatedly over the same ground, always making use of the black board, that the memory may be assisted by the eye. The explanation should be given in a clear, concise manner, and it should be made as amusing and interesting as possible.

(c) *Reading.*—The third half hour must be employed in reading those books of the Class marked on the Syllabus. This lesson is of the greatest importance, and great care should be taken that it may not be solely a means of conveying knowledge, but that it may be an

exercise in the *art of reading*. Notes are to be taken on this lesson on the black board, which the mistress will have ready prepared before the time of class, that no time may be lost. See Methods.

In giving the reading lesson, the Mistress shall first read the whole lesson herself, and secondly expound the substance of it. She may vary the reading according as it seems most profitable, from simultaneous to individual reading. The reading of history and poetry has the distinctive peculiarity—that in History passages may be passed over rapidly; while in poetry, it is more useful to make a paraphrase accurately, that the pupils may be accustomed to the style of Orators and Poets. The Syllabus is to be followed.

*Writing*.—Great care must be taken with the pupils that they may acquire a good style of handwriting. It must be regular, legible, and neat. The faults in writing should be corrected on the black board, explaining and analyzing the form of the letters according to the best system.\*

In the higher classes, let each one form her own style, the Mistresses exacting only legibility, neatness, and good taste. The pupils should never be allowed to scribble off their themes, but even their rough writing must be carefully done. One hour daily shall be devoted to writing, but that hour may be divided between the subjects to be written upon, including notes of a lesson and grammatical exercises.

The 3rd., 4th. and 5th. Classes shall write daily from the approved copy-book during the first quarter, or twenty minutes of the time appointed for writing.

*Order in Writing*.—The following is the usual order to be observed at the hour appointed for writing.

In the 2nd. Grade, they shall write alternately—on

*Monday*. French Theme, or Grammar exercises.

*Tuesday*. Vernacular Composition, or Grammar exercises.

*Wednesday*. French Letters.

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\*1862. Mulhauser's System. Darnell's Copybook 4th, 5th and 6th classes.

*Thursday.* Letters in the Vernacular tongue.

*Friday.* Grammatical Exercises, or Transcribing.

*Saturday.* Transposition or Transcribing.

This order may be reversed for convenience to the opposite days, or changed to suit the country. A variety of subjects is thus secured for the relief of the intellect.

*Notes of Lectures; Transcribing.*—In the highest grade the pupils must take notes upon every lecture. They must also transcribe from the most approved Authors, in order to form their style, and for these Authors the Syllabus must be referred to.

Besides the daily notes, two consecutive hours in the week (on Saturday) shall be devoted to a composition on the alternate subjects of the Syllabus. Half an hour daily is allowed for private study on the subject proposed for the weekly composition.

*Correction of Compositions and Exercises.*—The Themes and Compositions are to be carefully and regularly corrected, but if they are too numerous to be corrected by the Mistress, let her take the greater part, and pass the others to those most competent in her class; but no one must correct her own, and the one who corrects must have her name inscribed on the paper corrected.

*Method of Correction.*—The usual method of correction is to indicate if anything is written against a rule, and then to ask how it is to be corrected, and to bring forth the rule transgressed; this also includes the praise of what is well written. Let the Mistress occasionally read out those compositions which are the best written.

In the highest grade the style of writing is to be especially the subject of criticism. See Methods.

These compositions shall be lettered in the following order.

A, shall be given for excellent; B, very good; C, good; and the opposites, X Y and Z for the worst.

One hour weekly shall be appointed for the correction and criticism of the Themes and Compositions.

## ACCESSORY STUDIES.

The Accessory Studies embrace all those subjects not included in Grammar and Literature.

One hour is to be devoted every day to the accessory lessons of the 2nd Grade, and these may be varied according to the necessities of the class. This hour may be appropriated in the following order:

Two days for Arithmetic or Reading.

Two days for Geography or Object Lesson.

Two days for History or Dictation.

It must be remembered that good writing with correct spelling are of primary importance, superseding all other studies except that of Christian Doctrine.

The Accessory Studies of the 3rd Grade shall embrace two hours of the morning, two hours being devoted to Literature and Reading.

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FOREIGN LANGUAGES.

*Languages.*—Foreign languages shall be taught by the same methods as the mother tongue, i.e., as in the elementary grade of reading, the Look and Say system, and by interlinear reading. That foreign language which is most generally used, shall be taught on the alternate days with the vernacular in the morning; and the Recreations are to be passed in speaking the language taught on that same day. In the afternoon other foreign languages are taught as they are required.

Latin is taught in the fourth class by learning the grammar as an exercise of memory, but in the higher classes by following the methods contained in the Syllabus.

The rudiments of the Greek Grammar are to be taught simply for the purpose of understanding the Derivatives.

*The Mark.*—A Mark shall be used in order to facilitate and to ensure the speaking of foreign languages. The method of using it shall be as follows.

The one in each class who has charge of the mark shall take it at the beginning of study-time, and standing in the centre of the class, shall, in a short sentence, give notice of the language that is to be spoken. The regulation for passing the mark is as follows. It is given to the first offender, and passed by her to the next. The child who has it at the end of mid-day recreation is marked, by the one who has charge of it, in a book which is kept for this purpose. These marks are counted at the end of the week, and for each she has ten lines to learn of that language which she has failed to speak. The same order is observed after night recreation. The penance for failures is given on the following Sunday. Thus, a child who has had the mark at mid-day and night recreation, for three successive days, would be obliged to learn sixty lines in a foreign tongue, which would rarely happen.

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#### RULES FOR VACATIONS AND HOLIDAYS.

*Yearly Vacations.*—There shall be one Vacation every year, which the pupils will be allowed to spend at home, and which will last for six or seven weeks.

In addition there shall be three smaller Vacation— one at Christmas, one at Easter, and one at Whitsuntide. The holidays passed at the Convent should be spent in Music, Drawing, Reading and work, with occasional permission for walking excursions, &c.

The first Grade is the feast of the General of the Order.

The second Grade includes the following days.

The feast of the local Superior.

The feast of the Prefect.

*Devotional with the whole holiday.*

The Immaculate Conception B. V. M.

Holy Innocents.

King's Tide.

The National Saint.

Saint Aloysius, Patron of Youth.  
 Saint Walburga, V. A.  
 Saint Theophila, V. M.

The third Grade includes all half-holidays, or Feast of Devotion, i. e.

The Annunciation B. V. M.  
 The Visitation B. V. M.  
 The Purification B. V. M.  
 The Nativity B. V. M.  
 Our Lady Help of Christians.  
 The feast of S. Joseph.

On Feasts of Devotion the pupils will attend the explanation of Christian Doctrine, as on ordinary days, at a convenient hour.

*Deo Gratias Days.*—Besides the above mentioned feasts, on the following days the pupils will be allowed to talk in the Refectory during meals.

Feast of Saint Ignatius.  
 “ Saint Francis Xavier.  
 “ Saint Thomas Aquinas.  
 “ Saint Teresa.  
 “ Saint Gertrude.  
 “ Saint Stanislas.  
 “ Saint Antony of Padua, and any other

Saint particularly invoked in the Convent, Diocese, or Country.

Talking in the Refectory is allowed on Sundays; but one of the foreign languages, not used at the alternate daily recreations, must be spoken. If a holiday occurs on a day appointed for a foreign language, the recreation will be in that language; if on a day whereon the vernacular is taught, the same will be spoken.

*Monthly Holiday.*—After the monthly exhibition one half day shall be devoted to recreation, and if the weather permit, part of it at least must be spent in exercise out of doors, or taking the monthly walk.

*Daily Recreations.*— $\frac{1}{2}$  hour after breakfast.  
 1 hour after dinner.  
 $\frac{1}{2}$  hour after refecton.  
 1 hour after supper.

*Recreation in Grades.*—Each Grade will have a separate recreation unless the number of pupils be too small to require this, and all the pupils must be at the recreation of their grade, and join in the games or conversation, unless prevented by illness or penance.

*Signal for Recreation.*—The recreation after meals, or at any other time, shall not begin until the signal be given, except on holidays when the recreation lasts throughout the day. Therefore when it is necessary to put on cloaks or shawls, &c., it must be done in silence; and in like manner at the end of recreation, the walking apparel must be put away in silence, and the pupils required to proceed in order to the place appointed. The strictest unity of amusement or employment must be maintained during the hours of recreation; no one, therefore, will be allowed to keep herself apart from the general recreation, nor will any private reading be allowed. *When a sufficient amount of exercise has been taken during the day*, the recreations may be spent in drawing, working and reading, and the Mistress will read aloud from the approved recreation books whilst the pupils are so employed.

On the Eve of Holidays of the 1st. and 2nd. grades, the Prefect, with the pupils, shall determine upon how the holiday shall be passed, and she shall then propose their wishes to the Superior, to approve or not, as she judges expedient and proper.

Holidays of the 3rd. grade will be spent in working, drawing, music and reading, with an additional hour for exercise in the open air.

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## RULES OF THE SCHOOLS OF THE SOCIETY OF THE HOLY CHILD JESUS,

### *To Be hung on the Wall.*

1. Let all who belong to the Schools of the Society of the Holy Child Jesus, understand that it is of primary importance that they be imbued with piety and

other virtues as much as with liberal knowledge. A woman without piety and virtue is a disgrace to her sex.

2. Each one must keep to the class assigned to her by the Prefect of Studies, and when any of the mistresses enter the School Hall all shall rise from their seats.

3. Once a month *all* must confess their sins and all must follow the daily devotions of the School with attention and piety, especially Morning and Night Prayers, Holy Mass and Examen of Conscience.

4. All shall be present at the daily Religious Instruction and learn the approved Compendium of Christian Doctrine, following the orders of the Mistress, and they must listen to the instruction with attention, seriousness, and reverence.

5. No one shall bring animals or pets into our Schools, nor things belonging to the dressing-rooms or dormitories, nor shall any objects creating disorder or hindrance to the Studies and work in hand be tolerated.

6. It is not allowed to form particular friendships, (by which Charity and union are lost,) nor to meddle with each other's desks, nor to make a separate recreation with any one, nourishing whim or caprice, nor to talk in the Dormitories, nor to disobey the mistress in charge; nor to express a preference for one particular Sister, quoting her words against another Sister. It is not allowed to stop in bed without permission from the Infirmarian, nor to leave the room without permission, nor to go to the Dispensary without the leave of the mistress in charge, nor to transgress the rules of the Dormitories, the Dressing-room, the Refectory, &c., &c. It is not allowed to deface the tables, benches, pianos, windows or walls by scratching or marking them, drawing or writing upon them for any reason whatever. Not allowed to introduce any unapproved book into the

Schools; nor to shew the letters of parents &c., &c., one to another, nor to quarrel, nor wound by cutting words, nor to bring up superiority of family, nor to depreciate the family of another, nor to use College boys' slang; nor to jump over the benches; nor to push one another, nor to call across the School-Hall, nor to run past the Sisters, nor to answer back when reprov'd; nor to go out in the Garden with thin shoes, or without hats or gloves, nor to rush into the School-Hall in disorder. Not allowed to borrow, or lend, or to give presents one to another. Not allowed to go about hither and thither, but each one at her own desk (when she ought to be there) shall modestly and silently be intent upon her own affairs. Nor must any one, even out of School hours, wander about, nor withdraw herself from the others, unless sent to some office of duty by the Mistress in charge.

7. In those things which regard behaviour and studies when rules, admonitions and penances are of little use, all must understand that those who refuse to submit, giving no hopes of amendment, who moreover may be pernicious in their example to others, or be a troublesome hindrance to them, shall be dismissed from our Schools.

8. All shall obey the Mistress of the Class, and shall diligently follow the rule of study prescribed to them by her, not only during the time of class, but during the time of study, themes, &c., &c.

9. All should diligently, constantly and seriously, apply their minds to study. Let them renew their acts of diligence, ennobling their good resolutions and inciting others to high sentiments of religious promptness in overcoming all inferior and degrading habits of indolence and pusillanimity.

"Let us not decline from the noble sentiments of the Children of God."

LAUS DEO.

## SCHOOL REFECTORY

*(To Be hung on the Refectory Wall.)*

1. Silence is always to be observed in the Refectory except on "Deo Gratias" feasts.

2. Order must be observed in going in and coming out of the Refectory—in single or double file as most convenient.

1st. The Children of Mary, who go to the table of honour.

2nd. The Angels' Sodality.

3rd. The remainder of the children.

This order should be formed immediately after the Angelus at Mid-day and the bell for Breakfast and Supper, when Silence must be observed.

3. There shall be Spiritual reading from the lives of the Saints, or from some choice history during the dinner; and during the supper a chapter of Tho: a Kempis in turn with the New Testament (Gospels) shall be read.

4th. The manners of the children are to be watched with parental vigilance.

*They are not allowed*—To drink with their mouths full, nor to put their knives into their mouths instead of the fork, nor to bite off their bread instead of cutting it, nor to throw any thing to another, nor to put their own knife into the saltseller or dish, nor to stretch across the table either to help themselves to any dish or to wash their knife and fork in the bowl, instead of waiting to have it placed before them—nor to help themselves so awkwardly that the rice, vegetables, &c., &c. are scattered on the table-cloth. Nor is it allowed to sit in a lolling position or with the feet stretched out in an unladylike posture.

5. Every one shall take the place assigned to her and not seek to be next to the companion of her own choice

6. When any one wishes to be helped a second time, she shall advance her plate in silence, that the server may supply her with what is wanted.

7. All should be attentive and repeat within themselves the blessing and the thanksgiving before and after meals, which is said aloud by the one in charge.

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### SCHOOL DORMITORIES,

*(To be hung on the Dormitory Walls.)*

1. Every one shall rise promptly when the Signal is given by the caller; and at the Salutation "Blessed be the Holy Child Jesus," they shall answer "now and for evermore, Amen." Making the sign of the Cross each should offer her heart and soul to God and diligently and modestly dress herself, entertaining her mind with the subject of the Meditation read the previous evening, and with good and holy thoughts, thanking God for giving her another day to labour for the salvation of her own soul in His service.

2. As soon as the washing and dressing is effected all shall proceed in order to the place appointed for prayers, where in silence, they shall kneel down and perform their morning exercise.

3. No one may stop in bed without leave from the Infirmarian.

4. Every one must obey the Sister in charge, and remember that no talking is allowed in the Dormitories; but in case of necessity, anything required must be asked for in a whisper.

5. Every one must observe, as far as possible, the most perfect modesty, especially in dressing and undressing, washing, &c., &c. and in order to effect this, a dressing-gown is necessary for each. We must respect our Guardian Angel and observe the same modesty in his presence that we should exact of ourselves if the whole world were gazing upon us.

"St. Theresa when quite alone did always the same as if all the world looked upon her."

## ORDER OF THE DAY.

Every one is to be called at six o'clock except those who have leave to rise earlier or sleep later for some just reason.

At six and a half the bell shall ring for morning prayers, when every one shall go to the Oratory, [or to the School-room, if so ordered,] when prayers are said aloud for the benefit of all, &c. [see the order of school rules.]

At a quarter to seven all shall go to the School-Hall, where each one takes her place in the ranks, and all proceed in order to the Chapel for Holy Mass.

After Mass each one folds up her veil, puts her prayerbook in the place appointed, and at the signal takes her place in the ranks to go to breakfast [see the rules for the Refectory.] After breakfast there is recreation for half an hour, after which, at the sound of the bell, each one goes to her respective duties in silence [practising music lessons, &c.] At five minutes to nine, the bell rings again for the five minutes preparation, during which time those who study till the half hour must bring down their study-books into the school-hall. Each child carries down her own books.

At nine the bell rings again for the last signal for study, when the strictest silence is observed, and every one is obliged to study diligently. The Sister who presides takes her place at the Rostrum, and, if necessary, two children of Mary walk up and down, or take their seat so as to keep the whole file of children on each side in view. At nine and a half the children of each class go to their respective class-rooms in order, with the mistress of their class.

At five minutes to ten the bell rings for five minutes recreation for the superior classes.

At five minutes to eleven there are five minutes recreation for all. At eleven the bell rings again, when each one goes with the Mistress quietly to her class-room and there waits in silence until the writing, &c.

begins. [Music lessons are given according to the order of the card. They are always taken on the writing and accessory lessons—and also in the afternoon.] At ten minutes to one, the signal is given for each one to put her study-books, &c., in order into her desk, then all go to the dressing-room to wash their hands and smooth their hair, &c., &c., after which they proceed, at the signal given, to the Oratory, in their usual ranks, where every one is to make a short examen of conscience, and recite the Angelus at the sound of the bell, after which they file in the ranks in strict silence to go to the Refectory. [See Refectory Rules.]

After dinner all go out in the same order in silence, each one puts on her garden cloak, and hood, gloves, and galoshes, if necessary, (over which the child of Mary presides to maintain order) and all go to the playground in order.

At the five minutes before the end of recreation when the signal is given, all must go to the dressing-room to make themselves neat and tidy and then all go in silence to their drawing classes.

At three and a half there are five minutes recreation during which each one prepares for the next lesson, at four and a quarter again there are five minutes recreation when the same order is to be preserved as before.

At five all the study books must be put away, the class rooms left in perfect order, and every one shall take her place in the ranks and thus all go in order to refectory. *All stand* in taking refectory and then file out for recreation; at five and a half all wash their hands and go down to the Chapel, with one of the Prefects or a Class Mistress.

At twenty minutes to six the signal is given for each one to prepare her work, &c. so that when the quarter to six strikes, the reading either French or English may begin promptly. At five minutes to seven the work is put away and each prepares for the lesson on Christian Doctrine; this lesson is given in the Class rooms.

During the Work the Rosary with the Mysteries for each day is to be said aloud by the Mistress and answered by the children.

At seven and a half the signal is given for each to take her veil and book and then go to the ranks in order for supper. After supper all proceed in the same order to the Chapel where the Litanies are said aloud.

The Sister who has charge of the Fourth Class takes her class to say their prayers at half-past eight o'clock and makes the Examination of Conscience with them.

At the end of recreation, at a quarter to nine each one helps to put the hall in order, and then all go into the ranks and proceed to the Oratory for prayers, Examen of Conscience and preparation of the Meditation, after which all go in strict silence to bed.

N. B. Those who are late for morning prayers have to take their Breakfast standing, and forfeit a merit, and those who are punctual gain a merit. Those who are called later by order of the Doctor or the Infirmarians must be ready to go to breakfast at the proper time.

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#### ORDER OF THE WEEK.

On Dancing Lesson days, the bell rings a quarter of an hour before the time of the lesson, so that all who are to go to it may prepare properly.

The Saturday mid-day recreation is spent in cleaning the hair, after which each child makes her cupboard perfectly tidy.

Confessions every fortnight, or for some every week; and each one must go to the Chapel when called for by the Sister who has charge of the Confession Card.

The offices of which the children take charge and which are changed every week are as follows:—

- 1st. The School room.
- 2nd. The Class rooms.
- 3rd. Music rooms.
- 4th. The Bell.
- 5th. The Drawing Cupboard.
- 6th. The Veils, &c.
- 7th. The Work Cupboard.

For each of these offices the children gain 6 merits a week, if they perform them *perfectly*.

When the children come in after recreation, the one who puts her cloak away last must leave the cupboards neat, and shut the doors, but she who has this charge shall generally manage to be the last herself.

The children are allowed to go to the Bazaar kept by one of the Sisters, on Saturday Evening before Supper, until the end of recreation, but no one is allowed to go into debt or borrow money, nor may they buy any thing unless they can pay for it in ready money.

The Pocket money is given to the pupils once a month.

The list of study and Composition books if required after the opening of the School, shall be given to the Bursar once a Month, on the 1st. Friday or Saturday.

*Every Sunday.*—The Gospel of the Sunday shall be learnt by heart, and one half hour shall be devoted to the study of it.

One half hour or more may be taken to Correct the Themes publicly.

The free time may be employed in Drawing.

The weekly lecture on Drawing may also be given in the Free time.

*Every Month.*—*Monthly Examination*—One day in the Month shall be devoted to an Examination on some particular studies which shall be pointed out by the Prefect at the beginning of the month and there shall be a "Composition" of Dictation, Work, and Drawing, on the first Friday of the month.

The division of the hours on this day shall be as follows:—

One hour dictation and printing.

One hour and a half, needlework.

One hour and a half, drawing.

One hour and a half, vocal examination.

The Superior, the Prefects and Mistresses of the School being assembled, each class shall be presented and interrogated by its own mistress on those subjects named at the beginning of the month. The result of the examination shall be recorded in the Report Book, and made known to the pupils at the time appointed. The manuscript books, maps, and drawing books are to be presented for examination.

*Concert and Recitation.*—Every month there shall be a Concert and Recitations, previously prepared by the Mistresses, and if there are too many pupils to perform on the same day, the classes shall be chosen on alternate months.

At the end of the exhibition the result of the examination of the month shall be read out, and also the marks or letters for good conduct, together with the number of good points gained by each, beginning with the one who has obtained the lowest number, and she who has the highest number of points in her class, shall receive the Star of Honour, which she shall wear during the whole of the month.

*Monthly Conference.*—Every month, or oftener if required, the pupils shall have the rules of the School, and the Rules of the Dormitory and Refectory read to them, together with any notes on their conduct that may benefit them in the observances required. They shall be led to seek "*acts*," proving in these, their goodwill to observe the Rules, on religious motives. It is of great importance to incite the pupils always to be ready to uphold the authorities of the School. If there is any marked inattention to the Rules they shall be read every Sunday.

## METHODS.

## RELIGIOUS INSTRUCTIONS.

Religious Instruction may be considered under two aspects: i. e. Moral and Intellectual.

As an intellectual branch of knowledge it is subject to the same laws of teaching as other branches of study. In its moral aspect it aims not only at imparting knowledge, but at exerting an influence on the character and on the heart, and must be presented to the children in a form suited to their capacity.

*First Grade.*—The object of lessons in this grade is to consecrate to God the opening minds of the pupils by giving them a knowledge of His goodness; and their hearts, by leading them to love Him in such a manner as shall influence them in the formation of good habits and the practice of virtues suitable to their age. It seems, however, it may be accounted for, an indubitable fact, that the deepest impressions are made on children's characters before they come to the use of reason; hence it is of great consequence that the religious instruction imparted to their young minds should be suited to their age and capacity.

The first lessons should be given to them in the form of simple tales—to excite their curiosity and arouse their imaginations—placing Almighty God before them in the light of a tender and loving Father—a kind and good Creator—who made us all and created everything—who has bestowed upon us all we possess, thus leading their young hearts to a sincere love of His Goodness. (They should not yet be taught to look upon God in the exercise of His power as a judge or a punisher of sin.) Next the history of the Creation must be related to them; the angels given us for guardians; then should follow Stories of the Incarna-

tion and birth of Our Lord who became a "little child" for their sakes—The history of His Blessed Mother—The private and public Life of Our Lord and His Apostles—His Passion and Death—finally the foundation of the Church. Scripture stories should also be related to them as well as accounts of the Saints in the New Law which would interest them. In this way, incidentally as it were, and very simply, they are taught the principal articles of faith. These lessons will bring before them the goodness of God and His claims on our love and gratitude, and will assist them to understand better the evil of sin, and the hatred of God for it. They can then learn stories of sin committed, and its punishment. Of the fallen angels—Adam and Eve—Cain, &c. As regards the teaching by stories, Fenelon says, "The stories of the Old and New Testaments are not only proper to awaken the curiosity of children, but by discovering to them the origin of their religion, they lay the foundations of it in their minds. It is by a tissue of wonderful facts that we learn its establishment and perpetuity, together with all that we are to believe and practise; and though historical relations seem to lengthen out instruction, they in reality very much abridge it, and take away much of the dryness of catechisms, where the mystery is detached from facts. Thus we see that formerly instructions were given by stories. That admirable manner by which St. Augustine advises all ignorant persons to be instructed was not a method introduced by that Father alone, but was the method and practice of the Universal Church, and consisted in shewing by a series of historical facts that the Christian Religion was as old as the world; that Christ was expected in the Old Law and reigned in the New, which is the substance of the instruction of a Christian. This requires somewhat more care than is generally devoted to it by a great many persons, but religion is not truly known unless we descend to these particulars, and whoever is ignorant of these can have but confused notions of Jesus Christ, of the gospel and the principal virtues with which Christianity should inspire us." After pointing out the principal stories of

the Old and New Testaments, Fenelon adds, "Choose out the most wonderful stories of the martyrs, and something in the gross of the heavenly life of the first Christians—the courage of young virgins, the surprising austerity of the monks—the conversion of emperors and empires—the blindness of the Jews and their terrible punishment which still continues.

"All these stories discreetly managed will give the pupils the whole series of religious history from the creation to our own time, which will inspire them with such noble ideas as can never be erased. In this history they will see the hand of God ever raised to defend the just and confound the wicked. They will be accustomed to see God doing all in everything, and secretly leading to His designs such creatures as seem most remote from them. But care must be taken to select such stories as convey the most pleasing and sublime images, as we must use our utmost endeavours to show forth religion in its beauty and augustness to children."

All the teaching of catechism at this age ought to tend to cultivate in the pupils a great reverence for, and love of God, which can be done by inspiring them with a high degree of His greatness, power, and goodness. They must be led to feel strongly their relation to God—that of a child towards a parent. Their total dependence on Him, and consequently the entire submission they owe to Him.

The Sister must speak in an affectionate manner to the pupils, but at the same time impressively, and must suffer nothing light or irreverent. They must be made to feel the difference existing between this and other lessons, and remember that they are speaking of God, and this will assist in inspiring them with that profound and truly Catholic reverence and veneration for God and all relating to religion which is so wanting in this nineteenth century, and which will have a strong influence on their future lives. As regards the *matter* of the lessons in this grade, the younger pupils should have their morning and night prayers, the Angelus, &c., ex-

plained to them, and it is well to consecrate their memory to God in learning by rote these and other short prayers and hymns, (which they must be made to feel *are prayers* by the way in which they are taught to say and sing them.) The Mysteries of the Rosary, the Holy Mass, and Benediction, should be explained simply from pictures.

The stories from the Old and New Testaments have already been spoken of.

The older children in this grade may, in addition to these, learn by rote the abridged Catechism, as far as the end of the Creed (or Commandments). And if they are preparing or prepared for Confession, they may also learn the Sacrament of Penance; but it must be always borne in mind that nothing is to be committed to memory which has not been first well explained and illustrated. The best method of explaining the Catechism at this grade is to follow the text of the Catechism, paraphrasing it and amplifying where necessary. Notes of Lessons are not at all necessary here.

#### RELIGIOUS INSTRUCTION. SECOND GRADE.

*Second Grade.*—What has been said on teaching by narratives in the lowest grade applies equally to this.

The matter of the lessons should be more extended, the pupils may go through the Articles of the Creed and the Commandments fully, and those Sacraments they will receive while in this grade. Penance, Holy Eucharist, and Confirmation. They may also learn the promises, prophecies, and figures of our Lord—His Parables—also the explanation of texts; the Psalms used in Vespers and Office of our Lady, or parts of them.—The Offices of the Church, Holy Week, &c., and the Roman Missal. They may also go through the Holy Mass, and learn the different methods of assisting at it.

The method of the Doctrinal part of this study will be to follow one text book—the Mistress preparing the lesson carefully and prayerfully beforehand, drawing

up full notes on it, and then giving the lesson orally to the pupils. They may then be required to commit to memory these notes and the corresponding part of the Abridged Catechism. It is better not to allow them to read or study privately any other text books on the subject, as they may follow a different arrangement and thus confuse their ideas before they have sufficient judgment to digest these things for themselves.

The method of treating parables and texts or emblems is as follows. The story or literal side or natural image of it must be first illustrated in itself—therefore all remarks necessary for a comprehension of the incident should be made here—i. e. remarks on the geography of the scene, or the manners and customs to which allusion has been made, that they may not afterwards interrupt the interpretation. The great merit of this part of the lesson is that it be clear and graphic, so as to impress the pupil's imagination. In interpreting the parable or text it should be taken in parts, and each part have affixed to it that spiritual meaning of which it is the symbol.

Two faults must be avoided. *Vagueness*, which would arise from the not apprehending the precise aim of the parable, and under the appearance of making it teach a great many things, it will teach nothing in particular. The other is *overstraining the analogy*, which results when the story is pushed so far into detail as to cause distortion of the spiritual truth in carrying out the parallel between them.

### THIRD, OR HIGHEST GRADE.

There should be in this grade a thorough course of Christian Doctrine, which should be gone through fully, with the Creed, the Commandments, the Sacraments, especially the Holy Eucharist, the Sacrifice of the Mass, Popular Devotions, as illustrating Doctrine, the Liturgy, the Offices of the Church fully, and Church History. The Mistress, following the order of the approved text book, should explain a portion *clearly* and fully, writing her notes on the Black Board, which the pupils shall copy.

## GRAMMAR.

## FIRST OR LOWEST GRADE.

The teaching of Grammar at this stage should be entirely oral and analytical. The lesson should consist of easy conversational exercises on the parts of speech and their different uses in a sentence, which are to be found by analysing simple sentences. There should be no grammatical terms used at this period. Every part of speech should be learned in connection with other words, or in sentences. The pupils should be required to give a *whole sentence* when asked for an example. All illustrations should be oral, given by the Mistress or the pupils, not taken from books, as the former, being familiar, are more interesting. The lessons may be given in the following order.

1. On the Noun—i. e. the nominating word of the sentence; the *who* or *what?* &c., &c.
2. On the verb, or *the action*.
3. On the adjective.
4. On the adverb.
5. On the relational words, in a concrete way.
6. On simple notions regarding inflexion and its use (avoiding however technical terms.)

*See Morrison and Currie's method of teaching Grammar.*

## SECOND OR MIDDLE GRADE.

In this division the pupils may begin to learn the text book specified in the syllabus.

The order of the lessons may be as follows.

1. They learn the simple classification of the words.
2. Their subdivisions.
3. Their inflexion.
4. Then follows parsing, regarding which it may be remarked that

(a) The pupils should have a *definite scheme* which they should be required to follow. See Currie, Second Stage of Grammar.

(b) The pupils should carry on the process of oral parsing themselves. They should not depend on reite-

rated questioning, but should describe the words completely and freely of themselves.

(c) Words should be parsed, not in the order in which they stand, but in their logical connexion.

(d) Words must not be parsed as if they were of equal importance; all the exercises given in parsing should be *sentences*.

#### 5. *The Structure and Derivation of Words.*

This is taught first in all oral lessons, in which the simple roots of the language are explained to the pupils who learn their meaning from their application.

It is also taught in connexion with reading, to which some of the following remarks apply, and lastly, they have formal lessons on it in the second grade, and commit to memory the principal affixes, prefixes, roots, and derivatives from the approved text book.

### METHOD.

1. Take some primary or secondary derivative, and explain its meaning and derivation from some other word, as Nouns from Verbs, Adjectives from Nouns, Verbs from Adjectives, &c.

2. Let the principal affixes be gone through, the Saxon before the Latin.

This instruction should be at first oral, the reading book alone being needed, upon the words of which the lesson is based.

When the meaning of the *primary* word is well illustrated, each succeeding derivative will not require to be so.

The different forms of the same prefix should be taught at this stage.

It is better to teach the derivatives in families as they are derived from the same root, or in subdivisions of families, according to the form the root takes.

Show the pupils also when necessary the different meanings of a word, whether literal or derivative, figurative or current. (*See Trench on Study of Words.*)

They may thus learn the Etymological import of Words, their vague and general signification, and their special or applied sense.

Arrived thus far they may begin the study of some text book.

6. Analysis of simple sentences (*according to Morell.*) Exercises in analysis from the same.

### THIRD OF HIGHEST GRADE.

Compound and complex sentences—method—Morell's.

The pupils shall occasionally have exercises in all they have learnt before in the lower classes.

It might be well for the Mistress to read and study the approved works on Universal Grammar and Logic and the art of reasoning, that she may carry her pupils through the same. The parts of speech might be gone through again more fully and philosophically, giving general and universal principles of language. They may go through the elements of logic in connexion with logical analysis; and it would much assist in *forming* their judgment, and *reforming* and *abridging* their language, if they could be instructed a little on the art of reasoning.

The order and method pursued on literature is as follows:—

(1.) To enter into the *meaning of literature*, explaining from H. E. Cardinal Wiseman, its connexion with Language and Races, and the development of the faculties of the mind; showing how the nations who excel in one faculty, excel in a corresponding branch of literature. (This information may be conveyed in about four lessons, more or less, according to the necessity of the class, and they are of great use as an introduction to the rest.

(2.) They have a lesson on the dispersion of Noe's family and follow the Celtic Branch of it.

(3.) They continue the history of that branch in Britain, (or in the country in which the pupils live.)

(4.) They next go through the different periods of literature—Roman—Saxon—Norman—to the present

day, reading a short biographical sketch of the principal Writers, with specimens of their style (carefully excluding protestant divines.) The Compositions and notes of the pupils show in what degree they have profited by these lessons. Then follows Universal Literature.

Go back to the dispersion of Noe's family, and refer to ancient and modern literature according to the method used in English literature.

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## SPELLING AND DICTATION.

### LOWEST GRADE.

I. The *object* of this lesson is the impression and reproduction of Form on the mind.

II. The *conditions* for good spelling.

(1.) The eye must be familiar with the forms before the pupils are required to re-produce them; therefore spelling should *follow* not *precede* reading.

(2.) All instruction in the *forms* of a language should be based upon an understanding of its *meaning*, therefore they should know what words mean before they spell them.

III. Ways of teaching spelling.

1. Incidentally. 2. Formally.

Of the first it is enough to say that it can be taught in every lesson; in lessons on geography and history—geographical and historical names—names of qualities and numbers, in lessons on objects, form and number, &c. The words should be printed on the black board before the pupils are required to spell them from memory, but it must be remembered that as this is only *incidental* to the lesson it must be done rapidly, taking up as little time as possible, lest the minds of the pupils be diverted from the main object. This applies equally to the two other grades.

Formal spelling.

(1.) In connection with reading.

Exercising in spelling after the lesson is read, spelling the whole lesson through—then spelling the word about.

(2.) Copying out the lesson on slates from the Black Board.

(3.) Writing easy sentences from Dictation.

### SECOND OR MIDDLE GRADE.

Spelling.

(1.) In connection with reading, (*see above.*)

The Exercises should be longer and more difficult.

(2.) Transcription of Reading lessons, after they have been read.

The same with easy poetry, dialogues, and fables, always selecting a subject which is well understood by the pupils.

(3.) Dictation; of which the following is the method.

#### *Preparatory measures.*

(1.) Let the Mistress see that each child has her pen, ink, book, and blotting paper; which saves time and avoids interruption.

(2.) Let her stand, or sit, where she can see and be seen, and be heard by the whole Class.

(3.) Give the sign to begin, by tapping the book with a pencil.

#### *Method of Dictation.*

(1.) Let the sentence that is to be written be read through slowly and distinctly, and loud enough to be heard by all.

(2.) If the lesson has not been previously read, (which is very desirable) let the Mistress here give such explanation and analysis as are necessary to render the subject and language clear to the pupils; this must however, be made briefly, as it is not *the primary object of the lesson.*

(3.) Let the Mistress then give out the sentence in its grammatical construction.

(4.) The pupils must repeat each such sentence simultaneously before they begin to write it.

(*Note.*)—While they are writing, they should not be allowed to speak, nor should the sentence be read again after they begin to write, until it is finished. The sentence may be read as often as is necessary before.

(5.) After each sentence is written let the Mistress read it through once, and the pupils shall punctuate it.

*How to discover errors.*

(1.) Let the Mistress spell the whole sentence through naming the Capitals, stops, &c., while the pupils shall indicate their own mistakes.

(2.) Let one of the best writers transcribe the whole on the Demonstration Board which shall be turned from the pupils until they have finished, after which let it be turned round that the pupils may compare their exercise with that on the Board, while they note all their mistakes.

A certain mark is to be used for each kind of error.

For errors in spelling let the pen be drawn through the word, so as entirely to obliterate it, lest the incorrect form be impressed on the mind. A numeral is to mark the word, in order that the pupils may ascertain the number of mistakes they have made.

For errors in grammar a cross is to be made.

For errors in punctuation a vertical line drawn.

For errors in the use of Capitals a double vertical line.

While the pupils are thus employed the Mistress can move rapidly round her class glancing at each child's book, paying particular attention to the backward, the timid, and the careless, &c.

*How to correct errors.*

(This is the most important point.)

(1.) Let the Mistress print the misspelt word on the Demonstration Board.

(2.) Let the pupils spell it simultaneously.

- (3.) Let the Mistress explain it, give derivations, &c.
- (4.) Let the pupils spell it individually, especially the one who misspelt it at first.
- (5.) Let a sentence be made containing this word (orally.)
- (6.) Let the pupils write from dictation another sentence with the word in a different position.

#### MATTER OF A DICTATION LESSON.

- (1.) Passages and lessons from reading books.
- (2.) Lessons on words that rhyme, or words denoting articles of food, clothing, building, articles used in drawing and writing, &c., and lessons on things seen in a school, a garden, &c., &c.
- (3.) Lessons specially constructed on Words differently pronounced, but spelt similarly, liable to be misspelt from the silence and unusual sound of one or more letters.

Words similarly pronounced, but differently spelt and applied.

All words of unsettled orthography.

Lessons especially constructed on the rules of spelling.

*See Sullivan's Spelling Superseded.* Any classification may be followed which will suit the capacity of the pupils and make a variety to interest them.

#### THIRD, OR HIGHEST GRADE.

- (1.) Dictation is given occasionally as above, judiciously adapting it to more advanced pupils.

The matter, which should be more difficult may be Select passages both in prose and poetry from the best Authors. History, biography, travels, Lives of the Saints.

- (2.) Dictation is replaced by Transcription.
- (3.) Transposition.
- (4.) Translation.

## READING.

## LOWEST GRADE.

*First Stage.*—The “Look and Say” method, of reading without spelling, Alphabetic or Preparatory is to be used for very young children.

*Apparatus.*—Large and small alphabets, cards of letters, Letterboxes, Reading Cards, on which to find the letters.

*Method.*—1. The Mistress draws attention to the forms of the letters. Shows them those made of straight lines, of curves, and of both combined. She points out resemblances, differences, and groups them according to the former.

2. Then the pupils make the different lines and parts of letters on their slates. They then form the whole letter in the same way.

3. They are now exercised in finding the letters among the cards. One child can print on the Demonstration Board, another places it in the letter-case, another points to it on the Reading Card. The object of this exercise is to excite interest, and thus keep up their attention by the love of activity, so natural to children.

4. Then the Mistress makes *familiar* words, and perhaps easy sentences with the letters thus learned. She sketches the objects on the board, telling stories about them, judiciously, *not wasting time*, &c. These objects should be preceded and accompanied by lessons on *form*. (See Currie’s Infant Education and Mayo’s Model Lessons “On Form.”)

*Second Stage.*—First Step in learning to read.

*Apparatus.*—Printed sheets mounted—to be hung on a stand before the class.—Large clear type.

1. The first lessons must be about *familiar* things.

2. A short conversation should precede each lesson in which the words to be learned in the course of the lesson should be introduced.

3. All exercises should consist of *sentences*, not mere strings of words.

*Method.*—1. The Mistress points to and reads each word.

2. The children repeat it simultaneously.

3. Then follows a simple explanation of it, with questions from the Mistress, who accepts the answers of the children however simple.

4. It is again repeated simultaneously.

5. Then it is repeated individually, as often as necessary.

Each word in the sentence is learned in the above manner—of course it is left to the judgment of the Mistress how often they shall repeat each word. She must not stay long enough to tire them, nor pass on so quickly that the form of the word is not impressed on their minds. She can vary her method so as not to weary them.

When they have learned all or some of the sentences on one lesson, she can point out words on any part of the card, lest the inattentive pupils should learn by rote, by *ear*, and not by the *eye*. But the words she chooses should always form sentences.

Then follows slate exercise (in *print*, not *script*.) Thus the eye is exercised in recognizing the forms; the ear in recognizing sounds, and the hand in imitating or reproducing signs.

When one lesson is learnt pass on to another Tablet.

#### NOTES ON TEACHING READING FROM TABLETS.

1. Each successive tablet should contain a greater number of sentences and more words in each.

2. The type should be smaller.

3. New words should be explained before the lesson in the introductory conversation.

4. Phonic comparison should follow the lesson.

5. Great care should be taken at this stage to train the pupils to distinct and forcible articulation, which is effected by paying attention to the consonants; and to purity of utterance, which is obtained by requiring them

to enunciate the vowels carefully. The pupils should be able to pass from this first stage, "Reading from Tablets," to the following stage, "Books" in six months from the time they began.

### III. Stage.—SECOND STEP IN READING.

*Apparatus.*—Books, Demonstration Board, Pictures.

*Method.*—The same as with Tablets, (see first step in Reading,) with the addition of letting the pupils spell through—spell word about, or letter by letter, or syllable, and read it word about.

Let them repeat simultaneously and individually, (at the beginning or end of the lesson), words which they mispronounce, or find it difficult to repeat, or which will exercise the different organs of speech, and give distinctness and purity of utterance, or what is especially to be aimed at in these lessons, *correct pronunciation* of single words. The special difficulty at this stage is the teaching the pupils to use their books. The Mistress must take great care to train the pupils to point to, and look at each word as it is said aloud, and soon they will lose all diffidence and discouragement, and will learn to follow with ease. This is a matter of great importance, for if not attended to, the pupils get inattentive, and will be a very long time before learning to read.

This first book must be read and re-read till all know its contents, then they might be introduced to another whose contents should be mastered in the same way—after proceeding in this way for about another six months, they might go on to the reading of more difficult books, e. g. easy narratives, prose, and poetry, History, &c.

### SECOND GRADE MIDDLE.

*Reading.*—The pupils have now overcome all the mechanical difficulties in learning to read—they know words at first sight, and can readily say them. What is now to be done is to teach them to read combinations of few words and sentences with intelligence, fluency, and ease.

For this end it is necessary to keep in mind the old rule, "Understand what you read, and you will read well." For this purpose a simple analysis of the language and matter of the lesson should *precede* the exercise in reading. It might proceed as follows.

1. Let the Mistress read the lesson aloud—the pupils to themselves.

2. Choose out the new or difficult words, give their derivation—explain them—show how used—print them on the D. Board, and let the pupils spell them simultaneously.

3. Let the Mistress then take the sentences, point out the construction, the logical relation of words, and the arrangement of ideas simply and briefly.

4. Let her say what may be necessary about the subject of the lesson.

5. If necessary she can print or write the whole lesson on the D. Board, and let the pupils copy it on their slates or into their books, as by this method she will ensure the eye becoming familiar with the word before it has to be read. When this has been done the exercise in reading follows.

1. The mistress reads a portion of the lesson.

2. The pupils read it simultaneously.

3. The pupils read it individually.

4. Then follows spelling.

5. Then examinatory questions (not too many—be careful not to turn the lesson into an *object* or history lesson.)

6. Then they can copy the lesson, or write it from dictation, or write what they can from memory a brief abstract of it, which is at once an exercise in writing, spelling, and composition, besides cultivating the memory and imagination.

The faults to be guarded against or corrected at this stage are—

1. Mechanical faults—i. e., mispronunciation of letters—vowels—aspirate—or terminational letters—mispronunciation of words—small words imperfectly uttered or slurred over; simultaneous reading remedies this fault.

2. Faults of defective intelligence, i. e., inattention to stops. The remedy is, "to understand what they read." Hesitation, want of fluency, (the remedy for this is practice), and misplacing accent or emphasis—imitation and the above named remedies, cure this. Want of intelligence and expression. The best way to remedy this is, to let them understand what they are to read—excite an interest in the lesson and sympathy with the Mistress, and they will soon learn to imitate her.

3. Faults of manner.

Drawling—rapid—pompous—inflated—timid—reading should be slow, but not drawling—distinct without loudness—impressive without affectation.

### THIRD OR HIGHEST GRADE.

Reading as part of Elocution, or Rhetorical Reading. —The analysis of the subject of the lesson should always precede the reading.

The object of reading is to enable the pupils to enter into the spirit of the writer, to seize his ideas—to see his arrangement and division of the subject—as well as to test the force of his arguments, the justness of his feelings, and to enable them to place themselves in his position in order that they may speak his thoughts. It has also another and a no less important object which, according to Rollin, is not only to make them familiar with the rules and principles of language, but to form their taste and judgment. "It will be proper to observe the propriety, justness, force and delicacy of the terms and expressions; and still more to dwell upon the solidity and truth of the thoughts and topics. It may be convenient to point out the connection and disposition of the different parts and proofs of the discourse. But above all we should be careful to prefer whatever is capable of forming the heart and inspiring it with sentiments of generosity, disinterestedness, contempt of riches, aversion to injustice, and insincerity, in a word, whatever will make an honest man, and still more a perfect Christian."—*Rollin's Belles Lettres*.

*The Analysis proceeds as follows.*

1. Let the Mistress read the whole lesson or passage. Her style should be such as they might imitate.

2. Let her read passage by passage and explain—

(a) Any special single words, give their classification, inflexion, relation to one another, their derivation, changes undergone since their adoption into the language, etc.—how used by different authors.

(b) Explain technical or scientific words or phrases—allusions historical, mythological, etc.

(c) Then take phrases, idioms, figures of speech, and sentences in the same way, pointing out the rules and the principles of the language.

(d) Let her add any information necessary to elucidate and vivify the text.

Having gone through the whole lesson in this way, let her sum it up under a few comprehensive heads, and require the pupils individually to reproduce it rapidly and clearly. Then follows the exercise in reading.

The principal points to be attended to in this last stage are the following.

1. Purity of utterance. By taking care of the vowel sounds.

2. Distinctness of utterance. By taking care of consonants.

3. Correctness of accent and emphasis. These three points secured, form correct pronunciation.

4. Correctness of pitch.

5. Deliberateness of utterance.

6. Modulation.

Instruction, Imitation, and Practice, are necessary to form good readers.

It will be a great assistance to teach the pupils to recite pieces of prose and verse, at the lessons, dialogues, etc.

## ARITHMETIC.

## LOWEST GRADE.

As children come by their first ideas of number through the medium of objects, so their whole early training in the principles and processes of number must be based on an observation of objects. They do not use numbers for their own sake, but for the sake of the things numbered. They count by sight, and are not able to abstract number from the things. It is with number as a *property of bodies*, like colour, form, &c., and not with the *science of arithmetic*, that the pupils should be occupied in their first lessons on this subject. Therefore the class should be supplied with a ball frame, (Arithmeticon) box of bricks, box of cards, the common measures, coins, weights, and a few plain figures, capable of being taken to pieces to illustrate the nature of fractions; in addition to these they can use their fingers, books, slates, hands, &c.

The following is an outline of the course of lessons on "number," so called to distinguish it from the formal study of the science of arithmetic.

I. Practical Numeration. II. The Adding of Numbers. III. The Subtracting of Numbers. IV. The Multiplying of Numbers. V. The Dividing of Numbers. VI. Combined Operations. VII. Parts or Fractions of Numbers. VIII. Tables of Applied Numbers or Standard Measures.

## I. PRACTICAL NUMERATION.

1. *Significance of numbers up to ten.*

Each number must be taken separately, and a lesson be given on its power, e. g. lesson on *one*. Draw on the D. B. *one* line *one* O, &c., separate *one* ball from the others on the ball frame, point to various things in the school having them similarly named with stress on the number. Let the pupils mark *one* line O, &c. on their slates. In a lesson on the number *two*, show that it is putting another one to the first—proceed as in the

former lesson, extend and vary the questioning thus:—a child has *two* hands, eyes, a bird *two* wings, a clock *two* hands, &c. How many en $\bar{u}$ s has the pointer? &c. Proceed similarly with the other numbers, showing how each arises out of the preceding, and for this purpose introducing each lesson by a reference to the former.

2. *Reckoning with the numbers up to ten.*

Taking *one* and other numbers as starting points, backwards as well as forwards, in any order as well as the regular, the pupils making strokes on their slates for every number of balls moved by the Mistress, or lines drawn by her on the D. B. and finding in the room a corresponding number of articles (of this kind.)

3. *The Symbols up to ten in the first instance must be learned gradually.*

These may be taught thus: Draw one line on the D. B. the pupils repeating "One line," then two, and so on up to ten. The symbolic number should be written under the lines thus:—

.	· .	· · .	· · · .	· · · · .	· · · · · .	· · · · · · .	· · · · · · · .	· · · · · · · · .
1.	2.	3.	4.	5.	6.	7.	8.	9.

They might be shown how much time and space are saved by the use of the symbol, preferably to the lines.

To test the pupils' knowledge of these, such exercises as the following may be used: when the symbol is written on D. B. require them to count off the number of balls signified—to place together the number of bricks, cards, and to draw a corresponding number of lines on their Slates.

Then the converse of the exercise—the number of objects are given by the Mistress, and the pupil is required to give the symbol.

4. *In passing beyond ten.*

The eleventh ball must be laid off, on another line, and so of every additional ten; so that the pupils may have a simple idea of the groups. (*See Currie's Infant School.*)

*II. The adding of numbers.*

(1.) Adding the numbers under ten to each of them in succession, the receiving number being in the first instance kept constant throughout the ten additions—the first lesson would be on adding *to* one; 1 ball and 1 ball = 2 balls, and two and 1 are 3 balls; then backwards, then in any order. Then apply the lesson by means of practical examples, e. g. there was a tree by the water-side and three trees near it, how many trees in all? i. e. the answers must be in a full sentence, as, “there would be four trees”—because 1 tree and 3 trees are four trees.

(2.) Adding the numbers under ten in their order, to each of them in succession; the added number being now kept constant, the first lesson would be on the adding *of* one. 1 ball and 1 ball are two balls, 2 balls and 1 ball are 3 balls, &c., and so on up to ten, then do with the other numbers in like manner. In this way a series of twenty lessons in addition is provided.

(3.) Exercises of a converse kind to the two foregoing.

In the two exercises above the constituent numbers were given and the sum required—now give a number and require the pupils to tell its constituents. What two numbers make 4? 6? 8? &c., all the pairs that make up a number should be given as for 4. (1 and 3, 2 and 2, 3 and 1=4.)

(4.) Adding may be extended so as to include three small numbers and by degrees more.

(5.) Addition of tens, first with themselves alone; then with other numbers. (*See Currie's Infant school, and Morrison.*)

*III. The Subtraction of numbers.*

1. Ex. in subtracting the numbers under ten from each other in succession, the minuend being in the first instance constant, e. g. 9 from 10. 8 from 10. 7 from 10.

2. Exercises in which the subtrahend is constant.
3. Exercises in which the minuend remainder are given.
4. Ex. in double subtraction.
5. Ex. combining addition and subtraction.
6. Ex. with tens.
7. Applied exercises to be given throughout the whole series.
8. + and - conjoined with numeration, e. g. count up to 100 by twos, by threes, by fours, and count back from 90, by twos, threes, fours, &c.

The symbols of the larger number must be taught very slowly.

#### MULTIPLYING OF NUMBERS.

This is an artificial process derived from +. Children have some difficulty in understanding its use and always tend to fall back upon the *natural* process of +; to obviate this difficulty the artificial process must be taught through the natural.

1. Ex. in multiplying under 10 by each other in succession the multiplicand in the first instance being the same, thus:—

2 times 1 are 2	2 times 2 are 4
3 times 1 are 3	3 times 2 are 6

The proper way to write this for little children is,  
 1 and 1 are two, then 2 times 1 are 2.  
 1 and 1 and 1 are three, then 3 times 1 are 3.

2. Ex. in which the multiplier is constant.
- |                 |                 |
|-----------------|-----------------|
| 2 times 1 are 2 | 3 times 1 are 3 |
| 2 id. 2 id. 4   | 3 id. 2 id. 6   |
| 2 id. 3 id. 6   | 3 id. 3 id. 9   |
3. Multiplying tens by tens.
  4. Ex. in decomposing numbers into their factors.

The Mistress must carry the eye of the child along with her in this process. She can make rectangles and squares with the balls, thus:—for the factors of 12.

$$\dots\dots\dots (1 \times 12)=12.$$

$$\begin{array}{l} \dots\dots\dots \\ \dots\dots\dots \end{array} \left\{ (2 \times 6)=12.$$

$$\begin{array}{l} \dots\dots \\ \dots\dots \\ \dots\dots \end{array} \left\{ (4 \times 3)=12.$$

$$\begin{array}{l} \dots\dots \\ \dots\dots \\ \dots\dots \\ \dots\dots \end{array} \left\{ (3 \times 4)=12.$$

It is an interesting exercise to make rectangles on the ball frame, or to get the children to make them, and cause the pupils to count the balls in them by counting the two sides, and notice how the removal of a row or two rows affects the result; and conversely to make them construct rectangles of which she gives the number in the sides.

5. Ex. in double multiplication by small numbers, and in the adding of two multiplication.

6. Ex. of application.

### THE DIVIDING OF NUMBERS.

As multiplication is an artificial form of addition, so division is of subtraction; and the same link of connection must be kept up between subtraction and division.

1. Ex. where the division is constant.

To give the class an idea of this operation the mistress might count 10 or 12 balls in their presence, saying that she wishes to give two to each child and to know how many children she can give them to, or arrange the pupils in rows of two each and find how many rows there will be, &c.

2. Easy exercises with remainders.

3. Ex. in which multiplication and division are used correlatively, e. g. 10 in 30, three times, then 10 times 3 and 3 times 10 are 30.

(4.) Ex. of application: e. g. in one seat where the pupils held up their fingers there were 100 fingers up, how many pupils were in that seat? &c.

### COMBINED OPERATIONS.

Cross questioning is of great use to the mistress, it enters largely into her art of impressing. It connects one point of the pupil's knowledge with another, and makes them all available for mutual illustration. It may be profitably used in lessons on number, e. g. On the no. 8, what is the last below it? Count up to it? Next above it? Count four above it? Two numbers that make it up by adding? Other two? Three numbers that make it up by adding? What must be added to five to make it? Take one from it? Two? Three? How much greater is it than four? How much less than ten? than twelve? How many twos in it? Fours? What number divided by two will give it? By three? What does forty divided by it give? &c.

Then the questioning may pass on to applicate numbers.

### PARTS OR FRACTIONS OF NUMBERS

1. Exercises to illustrate what a fraction is.

An apple is to be divided between two of the pupils. What must be done with it? It must be *cut*.

Will it do to cut it into a big piece and a small piece? i. e. They are exercised first on *halves* then fourths, then eights, &c. then taking another apple teach thirds and sixths, ninths, &c. (*See Tate's Arithmetic.*)

2. Nature of ex. in fractions, *in equivalence*.

How many halves in one? In two? How many thirds in two? In three? How many fourths in a half? How many fourths in a half and a fourth? &c.

*In addition.*—A half and a half make? One third and 2 thirds?

*In Subtraction.*—One half from one, leaves? &c.

*In Multiplication.*—What is the double of a fourth? Four times a fourth? Three times a third? Three times a sixth?

*In Division.*—How many halves in one? In two? In one and a half?

*In Comparison.*—Whether is a half or a third the greater? A fifth or a sixth? A third or a fourth? &c.

Applied questions should be given under all these heads especially with the pence table. What is a farthing? How many in two pence? What is the difference between a penny and two pence? &c. It may be repeated here that the pupils should be allowed to handle the illustrative apparatus that they may thus verify the results.

### STANDARD MEASURES.

Lessons on number should make the pupils familiar with the various units of measurement used in the affairs of life. These are excellent illustrations of the different operations; besides a knowledge of them being necessary for practical purposes. They must become familiar (1) With the different units themselves. (2) With the relations of different units of the same kind, and (3) With the application of them to practical purposes. For the first of these ends the units must be constantly before their eyes. For the second they must see them compared and compare them with their own hands. For the third they must see them applied and apply them themselves to the measurement of things about them. Thus what is so difficult when presented as Reduction tables will become easy and natural and a most interesting exercise of the pupil's senses and activity.

NUMBER AS APPLIED TO VALUE OR THE  
MONEY TABLE.

The children necessarily become acquainted with these to a certain extent without any special training, but they must complete their acquaintance with *all* the coins.

Their forms should be examined, their sizes, colors, weights, sounds, and the stamps upon them; their points of resemblance and of difference noted, so that they may tell them at once on seeing them, and to describe them, or to be able to recognise them on description.

They may be exercised in adding, subtracting, &c. and go through little processes of buying and selling, which will accustom them to give back and get back the proper amount of change. Actual counting and handling of the money is indispensable.

NUMBER AS APPLIED TO SIZE OR LINEAR  
MEASURE.

In going through a parallel process with this table an inch measure and a three feet rule will be required to show the foot and the yard. For proving results there should be some 12 inches, 3 inches, six inch measures and three foot measures; slips of wood cut to the size will do.

The questions are something of this kind.

(Holding up foot-measure.) How many of the smallest measures (inches) do you see in this? What part is the inch then of the foot? &c. in each question the process of comparing must be gone through. When they are familiar with the measures, things should be actually measured. e. g. What is the length of this book? The height of this picture? Of the pointer? Draw a line of one inch—two, &c. on your slates.

## NUMBER AS APPLIED TO WEIGHT.

Children must acquire their notions of weight by weighing, for this purpose a pair of scales, with the current weights and duplicates enough to show equality,

also some sand or small shot for weighing are necessary, and they should sometimes weigh common things. Let the questioning be varied as before.

#### NUMBER AS APPLIED TO SQUARE MEASURE.

The most convenient apparatus is a diagram of a square inch, a square yard, a square foot, white lines on a black ground, the yard divided into its nine feet, and the foot into its 144 inches. Handkerchiefs may easily exemplify the yard and the foot. Any rectangular object in the room, such as the board, the slate, map, the picture, are convenient for this measurement.

#### NUMBER AS APPLIED TO CAPACITY, A FEW WILL DO.

Lastly, number as applied to time gives an important series of lessons. The second, minute, hour, day, week, month, and year, should all come under review.

The Reduction Tables should be learnt after the practical exercises in each measurement; but the pupils, so far from finding difficulty, will be able to construct the tables with the Mistress on the D. B.

#### NUMERATION AND NOTATION.

Numeration and Notation must be gone through very simply in this grade, and also the exercises in the Simple and compound Rules. (See Magauley's Arithmetic on Numeration and Notation.) But great care must be taken to make it as easy as possible, and the fuller explanation must be given in the next grade.

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#### SECOND GRADE.

The principles of Numeration, Decimals, Simple and Compound Rules more fully. Fractions, Practice, and Analysis of Proportion. (*See Currie and Morrison on Method, and Magauley's Arithmetic, Irish Treatise.*) Euclid, Definitions, and First Book.

## THIRD OR HIGHEST GRADE.

*Arithmetic.*—Interest, Decimals, Compound, Proportion. The Theories of Multiplication and Proportion. Algebra, the four rules and Equations, (*See Tate.*)

Euclid continued, Stocks and Shares, and Review of the whole course, (*Methods, see Morrison, Currie, Colenso, Cornwell, and Fitch.*)

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GEOGRAPHY.

## FIRST AND LOWEST GRADE.

The first lessons are intended to give the pupils correct notions of distance, relative position, and elementary notions of physical and political geography using the book mentioned in the syllabus.

(1) The Mistress calls their attention to the playground, its length, breadth, and shape, to the several objects within it, and their position with regard to each other, and with regard to the schoolroom.

(2) To the neighborhood—to the places adjoining—principal buildings—distance from School—direction from school—distance from one another—position as regards one another.

(3) The occupation of the people in the neighborhood. Describe the appearance, dress, manners, &c., of the people of other countries, and contrast them with the former.

(4) Give a simple lesson on a mountain, river, lake, forest, desert, &c.; then from the hills, streams, pools, ponds, woods, &c., in the immediate and familiar neighborhood, describing, comparing, and contrasting, as in point 3.

(5) Give simple elementary notions of the climate and productions of different countries, beginning at home, and journeying to other lands in imagination.

(6) Lessons on the Cardinal Points, and the finding the position of every place in the neighborhood with reference to them, and to each other.—See *Sullivan's Method of Geography* for beginners.

The characteristics of the teaching of Geography at this period should be—

(1) A clear and spirited description of persons, scenes and things, calculated to excite interest in the subject, and sympathy with the mistress, teaching the use of language, and cultivating the pupil's imagination.

(2) The pupils should be led from the known to the unknown, there should be comparison and contrast between things abroad and things at home.

The pupils have now acquired many simple ideas that will greatly assist them in their study of Geography, but before they proceed further, they must learn what a map is, and how to use it. This is a very important point, and much of the pupil's future success depends on the way they are carried through this step in their progress. From their lessons on Form, and from the pictorial illustration used in most lessons, they know what is meant by *representations* in general, therefore they will easily comprehend that a map is a representation of the surface of the earth or of part of it. Let them by drawing plans of

(1) The table—(2) the schoolroom—(3) the playground—(4) neighborhood—(5) their own country.

(*Note.*) There should be as much pictorial and oral illustration as possible, and only the map of the world should be used at this stage, and they should not be required to learn by rote.

## SECOND OR MIDDLE GRADE.

When the pupils fully understand what is meant by a map, let them begin to learn the geography of a country (their own). It must be remembered that geography is not simply "learning a map," for the one

is subordinate and secondary to the other. The order to be followed in teaching the geography of a country is as follows:—

(1) The position—absolute and relative.

(2) The aspect. Physical configuration—mountains, rivers, &c., not separately, but as they are connected with and influence each other.

Describe the country as you would a picture, giving the scene as it is in nature, but for revisal and examinatory exercises, classify according to geography.

(6) Political aspect—Provinces—Towns—classed according to the rivers on which they are situated.

Sea Coast Towns. In describing cities give their site, appearance, size, history, &c.

(3) Character of the people—their race, religion, language, laws, and government, &c.

For historical geography (*see Method of History*).

The following is the order of teaching Mathematical or Physical geography.

### THE WORLD.

These lessons should be preceded and accompanied by lessons on “matter and motion.” *See lessons on Elementary Natural Philosophy.—Chambers, &c.*

#### *Mathematical Geography.*

(1) Shape. (2) Size, measurement, latitude and longitude of the earth.

(3) Motions of the earth. (4) Causes and effects of the same. *See Sullivan's Geography Generalized.*

#### *Physical Geography.*

(1) Natural Divisions. Mountain system of the whole world.

Plains of the World. Rivers—Deserts.

Winds—Currents of Ocean—Theory of Tides—Eclipses.

Causes which determine climate.

Distribution of Plants—of Animals.

The Atmosphere—its properties—uses—evaporation, &c.

### THIRD OR HIGHEST GRADE.

The Philosophy of Geography. *Guyot's Earth and Man*, &c.

The principles to be borne in mind here are—

Association (1) Of Contiguity of place.

(2) Of Resemblance, Analogy, Contrast.

(3) Cause and Effect.

The pupils must now be taught to classify and generalize. Geology also belongs to this grade.

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## HISTORY.

"History" has always been considered as the light of ages, the depository of events, and the faithful evidence of truth; it opens to us every age and every country; keeps up a correspondence between us and the great men of antiquity, and sets all their actions, achievements, virtues and faults before our eyes. It may likewise be of service in exciting the curiosity of that age, which is ever desirous of being informed, and in inspiring a taste for study, by means of the pleasure inseparable from it.

### FIRST OR LOWEST GRADE.

*History.*—All history at this period should consist of stories, biographies from Sacred History, and the history of the native country of the pupils; likewise stories from the life of our Lord and of the saints, either told or read.

History may be looked upon as "the first master to be given to children, equally serviceable to entertain and instruct them, and to enrich their memory with an abundance of (religious) facts."—*Rollin*.

## SECOND GRADE

1. They should go through the biography of great men in connection with the important events in which they took part, which will secure interest and attention.

2. They should now follow the stream of time, taking up these biographies as they occur in its course; and history should be studied chronologically. It is essential in this grade to give the pupils a knowledge of historic facts, and biographies, that they may afterwards be able to study history philosophically; for as it is on the facts observed during childhood and youth, that the man reasons, so it is the facts, events, and biographies learnt in these first lessons on history, that the pupils afterwards classify and generalize. In this second grade they may study the biography of Painters, Architects, and Philosophers.

This course does not interfere with the reading of history, which is defined in the syllabus.

## THIRD OR HIGHEST GRADE

1. Divide the history into epochs, taking one of these periods upon which to instruct the pupils—regarding,

- (1.) The appearance of the country.
- (2.) State of cultivation.
- (3.) Facilities of communication.
- (4.) Amount of population.
- (5.) Pursuits and occupations.
- (6.) Dwellings, furniture, and dress.

(*Note.*)—Always compare the past with the present, and make use of the present to illustrate the past.

Teach so that the pupils may “Peep in upon the people of other ages in the cottage and in the hall,” and examine into the life they led by the foot-prints they have left behind, in

- (1.) The events recorded by them.
- (2.) Their struggles with enemies at home and abroad.

(3.) Their comportment at those crises, which in individuals as well as nations, are true tests of real greatness.

Various other helps may be called in, as—

(4.) The current literature of the period, wherein the expression of the popular mind was faithfully portrayed.

(5.) State of the Fine Arts, Painting, Statuary, or Sculpture, and chiefly Architecture, all these helping to throw light upon the national characteristics of a period.

The pupils should now study the philosophy of History; the history of the various schools of philosophy and their chief tenets.

(For the works which are needed see the syllabus and list of books.)

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## COMPOSITION.

1. *Lowest Grade.*—The children in this grade may be encouraged to write sentences from dictation, to write notes from the D. Board, letters to their parents, and stories or narratives either told or read to them from the books belonging to the class. They shall also transcribe from their best and simplest books.

2nd. *Grade.*—Our pupils always have two obstacles to combat on beginning to exercise themselves in composition. 1st paucity of ideas,—they have to learn to think—2nd paucity of words,—they have to learn how to express what they think. We must therefore follow a clear method which will lead them gradually to overcome these difficulties. Their lessons in grammar and sentence-making will lead them to think, and their Dictation lessons to express the ideas given to them, but they must also follow in this grade the *method* of composition, learning the use of words, phrases, arrangement, expression, transposition, definition, narration, and description, which are found in *models and examples* in "Parker's English Composition," and in a series of progressive lessons.

Our pupils are accustomed to analyse what they read in the reading lesson, and in the Grammatical Analysis, and will now be ready for literal Paraphrasing of either extracts of Poetry or Prose.

Their exercises shall be examined and corrected, according to the method prescribed under the "correction" of Themes.

Composition taught by this method will give the pupil "a practical acquaintance with the language, and a thorough mastery over it, and it will at the same time serve as an admirable means of mental training. The faculties of the mind are thus brought into play—conception, imagination, the reasoning powers, reflection, are all exercised in such a way as to conduce to the separate cultivation of each, and to the harmonious development of the whole."

They shall transcribe frequently from the best authors among the books assigned to their class, choosing descriptive and narrative pieces.

#### COMPOSITION OF THE HIGHEST GRADE.

Transcription and paraphrasing are the best means to form and lead our pupils to a good style of writing, and their time cannot be employed in a better method. But in this grade the pupils shall occasionally have their attention recalled to the Rules of Composition, and they shall take up the exercises on Definition, &c., to Figurative language, &c., then to simple themes, gradually advancing to Easy Essays.

We may as readily expect children to have a knowledge of grammar by an exercise in reading, as to suppose they can have a knowledge of composition without either analysis or rules. While at the same time it is quite necessary not to cramp the style of writing by the observance of rules. Rules are made to assist and guide us where they are required.

In all compositions the pupils must collect from good authors, *terms and phrases*, in the language they are about to write. *Practice is only valuable when good models are exhibited* for its guidance.

The subjects of composition shall be chosen generally in connection with the programme of the grade.

It is well not to be too severe in the criticism and correction of the compositions. We are not to expect a perfect composition from a child. "It is easy to correct redundancy, but a barren genius has no remedy."

It may be well in examining the compositions, and also the papers answering the questions of examination, to mark them so as to form a clear judgment in a form similar to the subjoined table.

Composition—Question—	1.	2.	3.	4.	&c.
1. Spelling .....	G.	3 fts.			
2. Punctuation .....	E.	4 fts.			
3. Substance & arrangement .....	V. F.	F.			
4. Penmanship .....	G.	G.			
5. Style .....	F.	F.			
6. General appearance ....	G.	V. F.			

## DRAWING.

1. *Drawing a Christian Art, &c.*—In our schools we are not to consider Drawing as an extra or superlative Art left to the choice of any one to follow, or leave out, but, on the contrary, as a *Christian Art* and one of the most important branches of education, second only to the art of speaking and writing, and in some respects even beyond the languages, as it is in itself a universal Language, addressing itself to the ignorant as well as to the most refined. It is to be noted that drawing educates the eye in all perceptible beauty and order, and that it leads to the cultivation of a habit of observation, the only habit by which knowledge generally can be obtained. Nor is it to be considered as an accomplishment, but as an Art, which has its philosophy as well as its poetry.

2. *The Course.*—Our course of drawing, therefore, must embrace both the Philosophy and the Poetry of the Art, beginning on the approved rudiments of the public schools of design, first going through simple lines and curves, horizontal, perpendicular, and oblique, then into a combination of both; then through copies of free

hand, flat-model, and model; then into Geometry, Perspective, and Model-drawing, connected with perspective. Thus in all these we embrace the *philosophy* of the art.

For the Poetry of the Art we must provide various occasions to allow every grade in the school to cultivate their fancy and taste on all the holidays of the year, by allowing them to have outlines of animals, birds, plants, landscapes, &c., not as a lesson, but as an amusement. Each grade shall have its own sheets of drawing examples, (for the preservation of which each mistress is responsible), not only for the course of *design*, but for the Sunday and holiday fancy drawing, so that the *poetry of the Art* may be cultivated in the early years of childhood, thus gradually preparing the pupils for the highest course of drawing and painting.

*Syllabus to be followed.—Euclid—Axioms*—The order of the Syllabus shall be followed as strictly as possible so as to secure the whole Course. Burchett's Course of Geometry will be followed simply as a practical Art, but in going into perspective it will much facilitate the understanding of the practical working of the problems to secure first, or at the time of the Course, a sufficient knowledge of Euclid to enable the pupils to grasp fully a thorough knowledge of the working out the exercises of Perspective, and they must learn by heart the axioms of the Art. When our pupils have finished the second Course of drawing they must be instructed in "Christian Art," so that their taste may be guided, and at the same time they must learn by heart the epitome of the principles of Light, Shade, and Colour, so as to be able to distinguish at least what is necessary to produce Effect, Breadth, Grace, Harmony, and Transparency in their work.

*Mistresses to be prepared.*—The Mistresses of the Drawing Classes must not only be studious in acquiring the knowledge necessary for the course of drawing of which they have the charge, but they must prepare themselves, and guide the classes in their fancy drawings on Sundays and other holidays of the year, at which times the children may be even more rapidly

advanced by the forethought and attention of the mistress, than in the weekly lessons.

To effect this there should be a weekly lecture or Reading on Elementary Art, embracing Light, Shade, Colour, and *Christian Art*, &c. which may be taken either privately, or among the Mistresses collectively, as the Superior shall direct, and the substance of it shall be reproduced to the children. The decorative art is particularly to be referred to Church work of all kinds, especially in showing the relative and complementary colours, their combination and effect, &c., &c.

*Examination Papers on the Axioms and principles of Art.*—At the half yearly and yearly Examinations the pupils of the Highest Course shall be required to write papers on the principles and Axioms of Art, as well as to produce the work of the year as the test of their knowledge in Art. The Answers to the questions given must have a due influence in awarding the prize to each class.

The whole course comprises.

- |                                      |  |
|--------------------------------------|--|
| 1. Free hand Drawing.                | 7. Water Colours including Illuminating. |
| 2. Flat Model and Model.             | 8. Heads and figures with Chalk shading. |
| 3. Geometry.                         | 9. Sketching after the Ancient Masters.  |
| 4. Perspective.                      | 10. Oil Painting.                        |
| 5. Model connected with perspective. |  |
| 6. Harding's Trees and Landscapes.   |  |

The Order of the Drawing lessons is to be hung upon the walls of the School Hall, where the course of each year is to be marked according to the Syllabus.

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#### PERSPECTIVE.

In teaching Perspective, it is well to remind the pupils of the following points.

- 1st. That they must secure fine points to their pencils.

2nd. Great exactness is required in ruling the lines, particularly that if a line has to be produced, they may not go a second time over the part of the line already drawn.

3rd. Never to draw the constructive lines further than is absolutely necessary.

4th. To examine well what is meant by the question, or Problem, and to try to realize the position of the object in the mind, before commencing to draw it.

5th. Then to work step by step as the question is put.

Two things are always required in an examination on Perspective, first to put an object into perspective—secondly, the object is drawn, the constructive lines are required to be put in, and its geometrical plane shewn.

All lines may be put into perspective by the method of working for the points or ends of the lines, and so always making use of the centre of vision and the point of distance, instead of using any other vanishing points. The two methods together are the best.

The first exercises are generally on a flat block, a prism, a solid square, a cube, and any of the drawing models. (*See Burchett's perspective.*)

*Stairs.*—The three positions in which stairs may appear.

1st. Parallel to the picture line, or place.

2nd. Side of the stairs parallel to the plane, or the step forming a right angle with the plane of the picture.

3rd. Corner, forming any angle with the plane of the picture.

The construction is always the same.

The terms—"Rise and Tread."

For the method of subdividing a line without drawing each line to the vanishing point when there is not sufficient space on the paper to admit of Vanishing Points, *see Burchett's Per.* Lesson 20th.

## MODEL DRAWING.

In Model Drawing it is necessary that the pupils should examine well the object and the relation of the lines to each other, also the general tendency of the lines before beginning to draw. "It is better to consider the lines well before beginning, than to draw first, and consider them afterwards." It is necessary to know and understand the relative positions and the whole contour of the object before beginning to draw it.

In a cube or hexagon, the visible lines are in threes, going to the same vanishing point.

The long diagonal of a hexagon is always parallel to two sides. In every prism begin with one flat, *never* by the sides. The nearest end of a prism is always smaller in appearance than the one further off.

Point out to the pupils that a circle is one continuous curve that can never appear broken or angular; that the long diameter of a circle can never vary. We can never see quite half a circle, or half a cylinder, the rays of the eye flying off at a tangent immediately they strike the surface.

In drawing a cylinder, the sides are always at right angles to the long diameter.

In the cone, the apex must be directly above the centre of the base, and always at right angles to the long diameter, and the sides always a true tangent to the circle at the base.

All *drawing from memory* depends on the knowledge we have of the object.

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ILLUMINATING IN THE OLD MISSAL STYLE.

The mistress who teaches Illuminating shall go through the little Manual on the Art, by D. Laurent de Lara, where general directions are given on colours, and Raised Gold ornamenting, &c., &c., she shall also have Newman's "Principles and Practice of Harmonious Colouring."

The following cautions shall be given to beginners.

1. That they are to change the water they use very frequently.

2. That they never use water in which they have cleansed the brush from Chinese white. The least portion of white deadens the brilliancy of a clear colour.

3. That they use pure colours as much as possible.

4. That all dirty or mixed colours destroy the illuminations.

5. That they are not to use much gum, as the paint peels off in a short time if used in the least excess.

6. Great exactness and neatness are necessary to ensure a successful result in illuminating.

*Colours.*—Sight is divided into three separate rays—blue, yellow, and red. These constitute the three primary colours, and by their combinations every possible hue may be obtained. Any two primary colours mixed in certain proportions produce a secondary colour which is complementary to the remaining primary colour: thus the mixture of blue and yellow produces green, which is complementary to red. The mixture of yellow and red produces orange, which is complementary to blue. The mixture of red and blue produces purple, which is the complementary to yellow.

Draw a diagram for the pupils in six compartments within a circle and colour them with the primary colours, placing the complementary colour at the opposite compartment of the circle.

Each pair of colours, consisting of a primary and its complementary, present also contrasts peculiar to themselves. Thus blue is the coldest colour and the most retiring, orange its complementary is the warmest colour and the most advancing. Every combination of colour as it approaches to orange or blue is warm or cold in its effect. Yellow is the brightest colour and the nearest to light, whilst its complementary purple is the darkest of colours. White and black are not regarded as colours. White represents light, being a combination of all colours—while black like darkness is an absence of both colour and light.

Red is the most positive and exciting of all colours, while its complementary green is the most soothing.

All the brightness of colours consists in their juxtaposition, and they are in the same degree injured and made dull by being misplaced.

Let the pupils learn by heart, H. Hopley White's lines on the "Relations and Harmonies of colour." Also the "Elementary Manual of Colour," by R. Redgrave.

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### WATER COLOURS.

Take care to have the best sable brushes—or one large sable brush\* with a good point is sufficient for landscapes in broad water colours.

Before beginning your painting put a brush full of ox-gall into the water, and use the same water for your paints. This is done to destroy any grease on the paper.

Your paper should be either pasted on a drawing board, or used on a stretcher. If pasted on a board you must wet the whole paper, and paste only the edges on the board. Let it be perfectly dry before you begin your work. It is generally better to prepare the boards the evening before you want them.

When you begin your painting, wash the whole surface with ox-gall water and partially dry it. If the paint does not run, it is sufficiently dry. It is necessary to have a moist surface in order to prevent hard lines in the sky. It is necessary to have an old cotton stocking or cloth to absorb the water when too much is put on, and also to vary and soften the sky.

Always begin a sun-set with the line of the horizon, and soften it up to the top of the picture. In a blue or grey sky, begin at the darkest part and shade to the lightest.

Never re-touch any part of the drawing while wet, nor wash out while wet. Do *the whole coat* over the picture before beginning the second.

*Colours*—There are very few pure colours used for landscapes.

As a general rule, the local colour, should be put under the shadows, as they will thus be less hard.

Skies are of course varied by the time of day you

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\*Water colour sables in Tin Ferrules; No. 3, price 7 shillings.

intend to represent—a day sky is done with cobalt and light red. Deep broad sunsets are put in with cadmium softened up from the horizon and shaded with rose madder. Light sunsets are done with Naples yellow, graduated with rose madder.

*Old roofs* require a first coat of Burnt Sienna shaded by Carmine while the Sienna is wet, the shadows are finished with Vandyke Brown and Cobalt.

*Walls* when near, cover with a light coat of Roman Ochre. The stains and touches are put on with Cobalt, and purple madder, and sepia—or brown when you want to produce a more sunny effect.

*High lights* are put in with Chinese white and yellow ochre. If you want a clear, bright light, put on your Chinese white first, and when dry, wash it over with the light colour you want.

*Distant buildings* are put in with purple madder, or grey, softened with the cotton stocking.

When purple madder or brown madder are used in touching up the picture, they should be used last, as they wash off easily, and work up rough.

*Greens for Trees.*—Indian yellow and Indigo are essentials for all *light greens*. For a *dull green* use yellow ochre with the former.

*For olive green.*—Burnt Sienna and Lamp Black with a dash of Indian yellow and Indigo. Touch up your trees with carmine or lake.

To produce the effect of light foliage you have only to press your brush on the palette and twirl it round till the hairs spread in a circle, you then work with the effect of a number of small brushes fastened together, and thus give a variety of expression to the feathery branches.

*For sunsets on Trees.*—Use Indian yellow and then a little carmine.

Begin always with the lights of the Trees, and let one coat dry thoroughly before beginning the second.

*Roads*.—Put in your bright Roads with yellow ochre shaded with Vandyke Brown, touched up with burnt Sienna.

*Shadded Roads* are put in with Vandyke Brown. *Thorpe's Beaches* with Burnt Sienna touched with Vandyke Brown.

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### GUACHE.

Use the same kind of paper as for the broad water colours, but it is absolutely necessary that each time before beginning to paint the paper should be made wet *at the back*; therefore we use a frame to paste and stretch the paper upon. An old slate frame will do for this purpose.

In all water colours where the name of the maker is seen on the paper, it is necessary to preserve carefully the *right side* of the paper, which may always be ascertained by holding it up to the light. Whatman's is the best for this style of colouring.

All the colours used in Guache are body colours, that is, they are powders rubbed on a ground glass palette with a little water and a dash of gum. The ordinary brushes are used, but it is also necessary to have a badger brush to soften the sky and distant mountains.

1st. As soon as your sketch is made you must cover the whole of your picture with dead colouring of the brightest shades. On the Skies, Cobalt Blue at the zenith and Saturn red at the horizon. On Hills, Payne's Grey; on the trees Indian yellow, and also on the Banks; on *Wood Chalets*, &c. Burnt Sienna—also on trunks of trees.

2nd. *The Sky* is to be put in with Cobalt Blue and Red Lead mixed with White, softened while wet, with the badger.

*The Distant Hills* with Cobalt and Indian red; Medium Colours, Payne's Grey. White is employed with both, to give a body to each shade, and it is well

to mix on the palette generally two or three shades of each. Soften the whole by the Badger.

*The Trees* are of the same greens as the broad colours with this exception, that the deep shades of the trees are laid on first, either of Indian Yellow, or Olive Green; and the light touches of Chrome Yellow, and Orange Chrome are put on last.

All lights are done throughout the painting over the dark shades, all green masses of trees have a first coat of Indian Yellow.

The chief advantage in teaching this style of painting, is to shew the use of White and of Chromes in all other paintings.

It also leads to the use of Oil paints, and may serve the same purpose in some cases.

*The Trunks of Trees* are generally done with Burnt Sienna and White, and touches of Sepia, or Sepia alone with deep touches.

White is used, or Orange and Yellow Chrome to give a body, and for all light Shades and high lights.

*Near Banks* are put in with Burnt Sienna and Sepia.

Also for Swiss Chalets, the roofs are touched with Carmine; *Paths*, with Yellow Ochre and Sienna with a touch of white for strong light.

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For painting scenes, have a pail of glue water and whiting, a pot of Orange Chrome, Yellow Chrome, Lamp Black, Vermillion, Cobalt Blue, Burnt Sienna, and Indigo, mixed with glue water. The Colours may be the Common house paints ground to powder.

Dust brushes may be used for working in trees.

Too much whiting must be avoided as it peels off. Sulphuric Acid and Indigo form a beautiful green.

Never varnish the Sky for scenes, but a little varnish on the trunks of trees and on figures is a great improvement—and to rocks that you wish to bring out.

The children of the upper course of drawing, work up their own scenes for the Christmas plays.

Common unbleached Calico or Canvass is sufficiently good for this purpose.

## OIL PAINTING.

It is usual and necessary to have a *prepared ground* for oils, though you *may* paint over any ordinary Lithograph on paper. The English prepared canvass is good, but you may prepare it yourself with whiting and glue water.

On a prepared ground it is better to use simple, unboiled linseed oil as a medium; boiled oil and megilp are liable to turn yellow.

Megilp is made by boiling linseed oil and litherige together, and it should always be used with Lake, Black, and Brown, to make them dry—and with all transparent colours.

All beginners in oil should work in black and white only, till they know how to graduate the shades, and to manage working the brush, which is very different from water colouring; this done, the colours may be put over the white and black.

Put in all your lines first, then your *deep* shadows, next secure the high lights, and take care to keep them clear.

When you have put your first coating all over the picture, having used exactness and care in your outlines and shadows, put it away to dry. The canvass must not be retouched until it is thoroughly dry, which may sometimes be a whole week.

The test to know whether it is dry enough to take a second working, *is to breathe on it*, if it takes the breath it is dry enough to be worked upon.

Before beginning, however, hold it in the sun or before a fire a few minutes, and then rub lightly over it with a little megilp on the tip of the finger, as lightly as possible.

For flesh shadows use Burnt Ochre and Madderlake. Brown Ochre and black are used for hair shadows in proportion to the depth you wish to form—glaze over with Brown Ochre.

Burnt Sienna gives a very living cast to flesh, with Rose Madder and white for dark flesh tints. Yellow Ochre with Rose Madder and white for fair flesh tints.

For a blue mantle the shadows are put on in burnt ochre and Prussian blue—the lights on the mantle in Naples Yellow and a little blue. The general tone is

formed of blue, white and burnt ochre. On the first coating the mantle looks green, the second coating is the same as the first, but the third is done simply by glazing over the whole with transparent cobalt, excepting the high lights.

If the general tone of the picture is sunny, you must of course tint your high lights with madder over the Naples Yellow.

Italian Pink and Prussian Blue form a most brilliant Green for a lining to a red mantle.

*Yellow* is shaded with *Violet*.

*Orange* with *Blue*.

*Blue*, with Burnt Sienna or Burnt Ochre.

*Red*, with Green, (or Black and Indian Red.)

*Green*, with Red. See "Goethe on Colours" translated.

Never use Prussian Blue for a sky. It turns green when old.

*Skies*. Begin with yellow ochre and madder at the horizon, then Naples Yellow and a touch of blue—mix these colours with your brush, going *diagonally* in short strokes from one side and then from the other, in the same way, *not straight across*; when looking quite transparent, leave it—then take a fresh brush with white and blue mixed, a very little Naples Yellow, begin at the top of the picture, and come down till you unite the blue sky with the Naples Yellow. This gives you a clear Italian sky, such as are depicted in Overbeck's and Flatz's Sacred Pictures.

*Distant Hills* require shadows in light purple, cobalt blue and madder, with touches of Naples Yellow.

*Distant Buildings* may be done with Naples Yellow, a little light red with purple shadows.

The near colours are the same as those used in water colouring.

*Trees* are done in the deep greens first, and the light colours last.

Black is always a dangerous colour for drying in winter unless near a fire.

Put in your dead colouring with great exactness as to light and shade, and you may do what you please in the outlines and tints, by glazing with transparent colours.

*Notes*—Carminc flies—and is only fit for flowers.

Italian Pink flies—Burnt Sienna and all lakes are transparent.

Asphaltum (or prepared pitch) is very beautiful for deep shadows of drapery, and in glazing black drapery. It is also beautiful on the deep shadows of hair.

It is most important to put strong lights and shadows, one against another, taking care of the reflected lights.

It is well to remember to use small brushes for Indian red, as it is very hard to clean out of the brush.

Do not use Naples Yellow for *flesh*, but it is very valuable for high lights on silks, on gold, &c., &c.

It is said to be formed of white lead and a yellow metal. Ivory black is simply burnt bones, and Bone Brown is the same less burnt.

Do not use copal varnish if you can get megilp, but if you are very much pressed and want your picture to dry quickly, use it.

Mastic Varnish is made by taking the tears of Mastic with Spirits of Wine; one-third Mastic, two-thirds Spirits of Wine; let the bottle stand in the sun, and shake it occasionally till quite dissolved.

In preparing canvass for a picture, nail it on a frame, go over it twice or three times with glue water, when dry put on the whiting mixed with glue water, with a large dull knife to make it perfectly smooth; if not quite smooth, use the pumice stone to reduce it to a flat surface. Grind the pumice stone first on a brick or stone to make a flat surface.

To give the effect of a Fresco to an oil painting, use Paris's Medium, thus;—instead of oil, take one part gold size to 6 parts turpentine; use a little medium instead of megilp.

Gilding is done on painting either by gold shell, or by gold leaf laid over parchment size; old dried oil will serve as well to hold fast the gold leaf.

Materials used for Oil paintings.

An Easel with shelf and pins.

*Brushes.*—6 Hogs' bristle brushes, rather large.

6 Goats' hair, smaller than the former.

6 Sable hair, smaller than the Goats' hair.

1 large smoothing brush, sable hair.

Use prepared oil paints in metal tubes. In doing large pictures, get the largest sized tubes, and large brushes.

The medium used with oil paints is always the raw linseed oil, as water is the medium in water colours; with this difference, that is water colours you use water in *great abundance*, while in oils you use as little oil as possible. Megilp in oils is used almost as sparingly as gum in water colours.

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#### IVORY MINIATURE PAINTING.

Get the *best* Ivory sheets, with as few marks as possible, and with a smooth surface.

Clean your Ivory with Indian rubber if dirty, even after painting it may be thus cleaned.

Polish the surface if scratched, with pumice stone powder.

Always trace the picture through the Ivory, as it is a material that is easily spoiled.

*Colours.*—For flesh tints use Burnt Sienna, Rose Madder, and Cobalt Blue.

Light red and pink to mark the features.

Red for the shadows of the hair; blue for the lights.

Very little paint is to be put on at once, and ivory always requires a great many coats to prevent the work appearing hard and black.

When half done, gum is to be used in the water for the shadows of the face, and for the hair; afterwards use gum in all the colours used in those parts until the picture is finished.

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## MUSIC.

*System and Method.*—Vocal Music is to be taught in the classes according to the best Tonic Sol-fa System, where children will not only learn their notes by the action of the eye and the ear, but they will be taught to produce the sounds, to modulate the voice, and to read music with facility. These lessons must be made recreative by a large portion of the time being employed in the exercise of agreeable sounds, and as soon as there is an appearance of weariness in attending to the explanation necessary, it will be better to leave further advancement to a following lesson, and exercise the voices of the children in reading music suited to their capacity and ability.

*Rhythm.*—They are to be taught the divisions of time measuring by beats, and then by beating time, in connexion with accent applied to measures, dwelling on the most simple till one by one each progressive step is thoroughly understood before advancing to a second step.

They will then be thoroughly taught the value of notes in their different kinds applied to the various measures, the derivation and relation of notes, the various rests—Triplets and the Grades of time.

*Melody.*—The classes are to be divided according to the talent and voices of the pupils.

1st. They are to be taken through the octave distinguishing the tones and semitones with their peculiar positions in the octave, being composed of *two tones and a half* and *three tones and a half*, and not of five tones and two halves, which children generally first take in, to their future confusion.

They must learn the proper pronunciation of the scale of notes, Do, Re, Mi, Fa, Sol, La, Si, then with

numerals 1, 2, 3, 4, 5, 6, 7, 8, up and down, then with *la*—then return with particular care in pronouncing the vowels of the syllables with the proper position of the mouth and of the lips. The lower jaw-bone should *fall* so that the back teeth of the jaw are quite apart.

2. *The Staff*.—Give the children the lines of the staff as it is used at present, explain that ancient music was written on eleven lines, and that the middle line was called *Do*, and that from this centre line which is in reality always *Do*, was formed the staff of the treble or violin clef taking the five upper lines; and that of the bass taking the five lower lines. Explain also that the soprano clef, alto, and tenor are all formed from the original stave of eleven lines, which took its name from the eleven strings of the ancient lute or shell, the centre note of which was always *Do*. Show them how the *Do* may be taken with two or three lines above it or below it, and that you would always be able to find your scale by the sign of the clef being on the line that is your guide, thus: draw your eleven lines on the B. B. and make "*Do*" centre line, with the sign of the

ancient *Do*, thus  rub out the upper line and the five

lower lines shewing the soprano clef, do the same with the tenor and alto, and the attentive children will thus never forget the use of the staff, nor will they be puzzled with various clefs used by composers, these clefs being really the parts of the common chords of music from the harmony of which the voices or clefs are taken.

3. *Notes*.—Having secured the explanation of the staff, now take the treble staff on the upper five lines usually called the violin clef—go through the names of the notes in singing the scales, then distinguish the notes on the lines *mi*, *sol*, *re*, *fa*, and those of the spaces, *fa*, *la*, *do*, *mi*, exercise the pupils on the scale, make frequent repetitions, and question the class on the former lessons on Rhythm and on the tones and semitones.

4. *Intervals*.—Take the intervals, exercise them on the third and the fifth and eighth up and down and through the scale, then by various notes, &c., &c.

Then exercise them upon the seventh. See *Mason's\* exercise on the seventh, chapter 12th, pp. 118.*

5. *Modulator*.—Begin now to exercise the voice in the Tonic Sol-fa system by the use of the "Modulator" hung upon the B. Board with frequent repetitions and approved books.

Take the children again through the Diatonic scale, then the Chromatic scale by sharps, then Diatonics again, then when this is known, take them through by flats. Shew that a seventh flat leads to a key note below (explain by Mason, ch. 17th) and again take them repeatedly through the Major and Minor Intervals and then into the Common Chords.

6th. Now explain Dynamics and attention to the pressure of sounds loud and soft, prolonged or abrupt together with the terms used.

7th. Expression. Articulation and emphasis with especial attention to the vowels *a* and *e*.

8. Explain the divisions of every voice—*Testa* notes, *Bocca*, and *petto*, go through the scale and prove it from *si* to *la*.

- |                                |   |         |
|--------------------------------|---|---------|
| 1. The Treble voice or Soprano | } | Female. |
| 2. The Alto or Second          |   |         |
| 3. The Tenor                   | } | Male.   |
| 4. The Bass                    |   |         |

Harmony and Thorough Bass shall be taught as far as desirable to continue the study of the class, and the children of the highest classes shall alone be admitted to it. They must write their notes of the lesson on the accords, and be taught to transpose music and to find the bass to the trebles they have sung.

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\* Manual of the Boston Academy of Vocal Music on the system of Pestalozzi. By Jowell Mason, published by Carter and Hendee, 131, Washington Street, Boston.

The Hymns for the Church Singing are to be named weekly, and thoroughly learnt by heart each week in advance.

*Piano Lessons.*—1. These lessons are supposed to aim chiefly at the mechanical execution of music and the time employed in the lesson ought not to be spent upon the Theory of Music, which is to be thoroughly taught in the classes as already set forth.

2. To secure the right position of the hands and the relative position of the body of the child is of the highest importance, the hands should be placed on the instrument so that the thumbs and the little fingers are on a straight line equally advanced on the keys. The wrists should be on a level with the highest part of the hand and the elbow on the same level in order to command the instrument. The height of the seat must be regulated so as to produce this effect on the wrist.

3. The exercises on the five fingers, following the method of Kalkbrenner, must not only be used with beginners, but also with those who require them from time to time to render the fingers flexible and agile, and also to add strength to the fourth finger which is always the weakest and the least agile. And they should be repeatedly referred to without wearying the Pupil by too much time spent upon them—ten minutes at each lesson and also at each practice will be quite sufficient.

4. The scales are then to be taught daily for the first ten minutes of the lesson, and also the chords and cadence of the key note—when the major scales are known the mistress will then teach the minor scales, going from Major to Minor and so on to the Chromatic scale, but it is not well that any pupil should be kept on the scales till her patience is wearied, lest disgust ensue.

5. It is well to advance beginners by exercise and assistance in *reading* Music, so that as soon as they gain a certain degree of facility, and are able to read a page or two daily, they may be the more readily led on to a brilliant execution.

6. As soon as a child can read music with facility she should be obliged during her lesson, and in practising, to conquer the more difficult passage, not leaving it till she has effectually mastered it by frequent repetition, in precisely the same manner that a difficult passage in singing is conquered—a repetition of twenty or thirty times would not be too much for one difficult passage.

7. The Music lessons are to be ordered so as not to interfere with the lectures or classes, and a time-table of the hours of the lessons shall be hung on the walls of the Music rooms. The practising hours also shall be marked on another time-table to be hung upon the wall where it may be conveniently seen by the pupils and by the Sister in charge.

8. The hours for practising should be arranged as nearly as possible to take in *one class* at the same hour.

9. The Mistress of Order, or another Sister appointed for this purpose, shall take the children to their music-lesson *five minutes before the time*, that they may be on the spot to replace the child who leaves the piano; and the same order is to be observed with the practising hours. She shall be careful that the pupil presents herself to the Master or Teacher with a polite and respectful demeanour, holding her book erect before her chest, and making the usual respectful salutation to her teacher.

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### ORDER OF NEEDLE-WORK.

I. The mistress must be prompt in her duties, maintaining silence and order in the class.

II. There should be two monitresses of Order, one of whom should give out the work-boxes, and the other keep order in the beginning of the work without loss of time.

III. When the boxes are distributed, the two monitresses must turn their attention to the two classes,

each to her own class, seeing that each child has her thimble, scissors, needle and cotton, and that no child fails in the diligent employment of her time.

IV. Each child must show her work to the mistress when she has any difficulty in proceeding in it.

V. The Mistress must be watchful and diligent in walking around to inspect the work of each child, and in showing each one what is necessary to advance her rapidity and skill in the art of needle-work.

VI. The Mistress must prepare the work of the children with a view to make perfect the compositions of work for the First Friday of the month, according to the order set forth for the work of each class.

VII. Let her apply her whole heart to fulfilling her duty towards the children, teaching them how to offer each stitch to the Holy Child Jesus, and to weave golden garments of love to cover His tender limbs; and again at another time to form a crown of golden love to repair the pain and sufferings of the Crown of Thorns; and again another day offering each stitch done in the *most perfect* manner possible, for the relief of the souls in purgatory, or for the intentions of the Superior, &c., in short, she should form some *definite object and purpose* of charity for the hour of work.

In teaching the children tapestry work, and silk and gold embroidery, the mistress shall especially point out the best models in decorative art in the mediæval style, together with examples to be shown of the effect of colours, their combination and various results—and they must apply the knowledge obtained in the instruction on colours, light and shade, quite as much to tapestry and silk embroidery as to the Illuminating art. They must also be taught to apply their knowledge of geometry and free-hand drawing to the models to be worked, and no models are to be given that will not bear criticism in an artistic sense.

Order for the monthly Composition of needle-work.  
First Friday of the month, for the 3rd., 4th., 5th. and  
6th. Classes.

January,	composition	of hemming.
February,	id.	id. over-seaming.
March,	id.	id. stitching.
April,	id.	id. hemming, over-seaming, and stitching.
May,	id.	id. button holes.
June,	id.	id. English embroidery.
July,	composition	of English embroidery.
August,	id.	id. id.
September,	id.	id. point Lace Stitch.
October,	id.	id. id.
November,	id.	id. carpet work.
December,	id.	id. id. and marking.

The 1st. and 2nd. classes, a month before the half yearly examination, must produce specimens of the following, upon which the prize for work will chiefly depend.

Darning a corner made on a foundation of paper.  
A hole in knitting stitch.  
A heel put in in knitting.  
A Brussels net darn.  
A Diaper darn.  
French embroidery.  
Point Lace stitch.

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## LAWS OF WRITING FOR THE EXAMINATION.

1. There will be two written examinations during the year, besides the vocal monthly examination, one before the great vacation at Midsummer, the other before the Christmas vacation.

The contest in writing will be divided into distinct days; two compositions will be written daily, three hours being allowed for each paper. One paper must

be written on each branch of study. All the pupils must be present on the day, and at the hour appointed, for unless the Compositions be written at the time specified, no account will be taken of them.

2. Let each pupil come provided with what is needful for writing, in order to avoid interruption while thus employed.

3. After the usual prayer all must take the place assigned to them, and attend to the questions given by the prefect, and to the explanations given either by herself or through others.

When once the signal for silence has been given, no one shall seek for further information either from the Prefect, or any one appointed in her place.

4. Each one shall adopt a character for her composition, which she shall design accurately upon the paper instead of her name; and she shall inscribe her name together with the character she has chosen, on a paper which she shall give to the Prefect *only*, who, *after* the judgment has been given, shall compare the character and names to discover the winner of the prize.

5. Let each one beware of copying from her neighbour, or of looking into any book excepting dictionaries, for if two compositions are evidently copied, both will be held as suspected even if one is not copied.

6. Having received the questions for writing, no one shall leave the school, or talk with any one, until she has finished her composition and given it up. If it is necessary to go out with permission, she must leave her questions, with what is written, in the hands of the Prefect or her substitute.

7. The Compositions are to be clearly expressed and written, for that which is expressed ambiguously, will be ranked as a bad theme, and if words are either omitted or introduced carelessly to avoid difficulty, they will be considered faults.

8. Having finished her writing, let each one, in the place in which she wrote, look over what she has written, and make whatever corrections she may think good,

for after she has once given her Composition to the Prefect, she cannot take it back for further correction.

9. If any one cannot complete her composition in the given time, let her take up that which is written. It is necessary that all should know how much time is granted, as well for the writing, as for the looking over the Compositions, (which is a space of three hours.)

10. When each one has finished her Composition, let her give it to the Prefect and leave the school-hall silently, the rest continuing to write in their places until they have likewise finished theirs.

11. The questions will be asked upon what has been learnt during the year or half year, according to the Syllabus drawn out for each class, and no one ought to try to discover what questions will be given, until they are publicly announced.

12. Those who do not write the compositions cannot gain prizes. Each individual must write Compositions on all the subjects taught in her class, unless from any particular reason she has been exempted from following the instructions on each.

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## LAWS FOR THE PRIZES.

*When given.*—Prizes for success in different branches of study will be given once in the year before the great vacation; but prizes and badges for good conduct and application to study will be given twice in the year, once after the half yearly examination, and once before the long vacation at Midsummer.

*Ribbons for Good Conduct.*—The honorary Ribbon for Good Conduct shall be thus awarded.

The first honorary Blue Ribbon for the one who, in the whole school, has distinguished herself most by virtue and piety.

Second honorary Blue Ribbon for her who comes next in merit—and to those shall be attached the highest prizes.

There are three Accesserunt Green Ribbons and a Red Ribbon of Encouragement to the lowest grade, with which no prizes will be given. These ribbons will be awarded by votes, both of the mistresses and pupils, and the decision must be made according to the report of the conduct of the pupils, given throughout the year by the mistresses.

*Number of Prizes.*—A prize shall be given in each class for every branch of study taught in the class, and for each separate course of drawing. There will be also a prize for the Theory of Music, Needlework, Application, and for the one who has the highest number of good points in each class.

*Prize for Christian Doctrine.*—A prize will be given for those who repeat the whole of the Small Catechism in daily use, without making more than three mistakes, but this prize can only be gained once.

*Prize of Excellence.*—There shall be a private prize for Excellence, which shall be given either for general excellence or for the repetition of a whole book, or for some striking excellence on any particular occasion.

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## DISTRIBUTION OF PRIZES.

*Exhibition.*—At the Distribution of prizes there shall be an exhibition of the drawings and work of the pupils as well as of the papers which have been written for the examination, which are to be sent home with them.

*Recitations, &c. at the Prizes.*—During the ceremony there shall be recitations in the different languages taught in the schools, either in dialogues or scenes, as well as instrumental and vocal music, which must be carefully and tastefully selected, well practised beforehand, and executed by the most competent performers.

*Form of Distribution.*—On the day appointed, let the names of the Victors be publicly announced in due form, amid the concourse of Bishops and Priests, and in presence of the Religious Community.

The accustomed Formulary shall be gone through in distributing the prizes, beginning with the usual preface "Ad majorem Dei gloriam," after which the Victor shall be summoned in the following manner. "The first honorary ribbon of Good Conduct has been merited and obtained by N. N." The prize shall then be awarded to her amidst plaudits and music; and the herald shall announce if any one is Accessit to those who gain the prize.

Those to whom the honours are awarded are to walk up to the one presiding, and receive the prize kneeling, together with the merited wreath of flowers. To the Accesserunt will be given wreaths of laurel, or any other evergreen, as a distinction.

If any one be absent, she will forfeit the prize or title of merit that she had won, unless by special permission from the superior she be absent from unavoidable necessity.

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## COMMON RULES FOR THE MISTRESSES OF THE SCHOOL.

*The End.*—Let the Mistresses instruct those children whose education is entrusted to the Society in such a manner, that together with learning, they may acquire habits worthy of Christians.

They must endeavour to inspire their pupils with the spirit of Faith, and animated themselves therewith they must esteem above all things in their pupils those qualities which make them truly great in the sight of God.

They must regard them as the children of God, redeemed by His most precious blood, therefore, as the most precious charge that the love of Jesus could confide to them, and they should cherish a truly maternal love for them.

Let them each day weigh the account they will have to render for the souls which have cost Him so dear, and strive to lay within them a solid foundation of faith and of the fear of God, with a great horror of sin, devoting themselves with their whole hearts to

their salvation and making each separate branch of their education tend to secure this end.

The Mistresses shall at all times strive to gain the hearts of their pupils to the love and imitation of the virtues of the Holy Child Jesus, by the practice of humility, sweetness, gentleness, and love, not by a weak and familiar love, but a love that is noble, tender, and disinterested; and they may be well assured that if dead to themselves and united to our Lord, the interior spirit which will animate them, will suggest what is fitting under all circumstances for the spiritual wants of each and all.

2. *Intention.*—Let them have this particular intention in their mind as well at the time of lessons as at other times, that when occasion shall serve they shall lead the tender minds of their pupils to the love and service of God, and to the practice of those virtues by which He is most pleased.

3. *Prayer before Class.*—Having ever this intention and this end in view, let them observe what follows:—

Before class they shall say the Versicle, response and prayer of the Holy Spirit, and "Actiones nostras," &c. which the Mistresses and the pupils shall recite with great attention, devotion, and reverence.

4. *Mass and Sermons.*—Let them take care that all are present at Mass and Sermons; at Mass, that is daily, and at Sermons whenever the opportunity offers, and also at extra Services in Lent or during Retreats.

5. *Christian Doctrine.*—Christian doctrine must be learnt by heart in all the classes with explanations suited to the age of the children; but further instructions shall be given to all classes during the space of half an hour daily.

6. *Weekly Conference.*—The pupils must be exhorted as much as possible to daily prayer, to the recitation of the Office, or the Rosary of Our Lady, the Examination of Conscience in the evening, and to the frequent and due reception of the Sacraments of Penance and the Eucharist; to the devout worship of the Heart of Jesus; to the avoiding evil customs; to the destruction

of vice, and lastly to the cultivation of the virtues worthy of a Christian, i. e. of a follower and imitator of Jesus Christ.

7. *Spiritual Colloquies*.—The Mistresses will inculcate piety and that which belongs to it in private Colloquies, but in a manner not to appear to allure anyone to our Society; and if they know of any one having a vocation, they shall be careful to fulfil their duty on this point and to acquaint the Superior.

8. *Litanies and Devotion to Our Lady*.—Let them take care that the pupils at the appointed time make their visit to the Blessed Sacrament, recite the Rosary during the hour of work, and in the Evening the Litanies of the Saints. Let them lovingly induce their pupils to produce *acts* of piety and virtue, diligently inculcating devotion to the Blessed Sacrament, to our Lady and their Guardian Angel.

9. *Spiritual Reading*.—Let them strongly recommend Spiritual Reading, especially the Imitation of Christ and the Lives of the Saints, and they shall be vigilantly careful that no unapproved book be introduced or read by the pupils.

10. *Confession once a month and time appointed*.—Let them not allow any one to omit Monthly Confession.

The first week in the month may be appointed for Confessions of the whole School, and the Confessor ought to be reminded of this time. The children should be notified of it for about three days before, and prepared for it in their usual daily Instructions according to their age and necessities. Unless there are particular reasons for the contrary all the Convent Children who are not Communicants should, as far as possible, go to Confession at the same time. Two Sisters should superintend the Confessions of the children, one to remain constantly in the Chapel, the other to call the children in their turn, taking this opportunity to remind them of any fault they may have observed in them for the greater good of their souls.

11. *Reparation for faults*.—Reparation for faults may be made the night before going to Communion.

For public faults, the reparation should be public and the penances *should be asked* and granted. Reparations thus made assist much in the cultivation of humility, and give general edification.

12. *Prayer for Pupils.*—Let the Mistresses frequently pray to God for their pupils, and edify them by the example of their lives.

13. *Obedience to the Prefect.*—They shall obey the Prefect in all those things which belong to the studies and discipline of the schools, and without her leave they shall bring in no book, nor take any away, nor begin to explain any new book, nor give any dispensations to anyone from the common exercises of the school, nor allow the pupils to study anywhere but in the place appointed.

14. *Spirit to be instilled into the pupils.*—As nothing contributes more to the perfection of discipline than the observance of rule, so the class mistresses shall use their utmost endeavours to inspire the children with the spirit of ready and cheerful obedience and a love of order.

Let them remember that more can be successfully done by exciting a desire of honour, hope of reward and sense of shame, than by fear of punishment, and let them generally lead their pupils by love rather than fear. Let them raise the minds of the children from what is material to the spiritual, so that they may be led to view the invisible things of God through the medium of the visible. To this end it will be well in all their studies, and even in their amusements, but especially in the study of History and General Reading to make such comments as will induce the children to view the matter in a Christian light.

15. *Impartiality.*—Let them not be more familiar with one pupil than another, neither let them seek private conference with any of the children during school hours, except shortly, and in an open place, not closeted privately.

16. *Diligence of Mistresses.*—Let them in everything by the Divine grace be diligent, assiduous, and

studious of the profit of their pupils, as well in literary as in other exercises. Let them despise none, but let them carefully instruct the poor as well as the rich, doing their duty faithfully by all.

17. *Communication with Parents.*—If they know of anything regarding their pupils which it would be advisable to communicate to their parents, let them acquaint either the Prefect or the Superior.

18. *Punctuality.*—Let them be punctual in going five minutes, if possible, before the time, to the place appointed for the lessons, and let them exact the same punctuality from their pupils.

19. *Absence.*—If any child is absent from the lesson, let them enquire into the cause, and unless there be sufficient excuse, the usual penance of forfeiting one merit must be inflicted.

20. *Not to be disturbed at Class-time.*—Let them take care that the pupils be not called away during class or study time, and if any one should infringe this rule, let them not argue with the offender before the pupils, but acquaint the Prefect or the Superior. If it happen that the children are called to Confession during class-hour, let not the lessons be discontinued on this account; but unless it be the custom of the house for all to go together, let two or three only go at once, in the order in which they are called by the Sister who has charge of the confession card.

Neither music lessons nor any other extra lessons are ever to be taken on the hours appointed for study and class, but the hour for writing, needlework, and other accessory lessons, which can be made up afterwards, may serve for music or other extra lessons.

21. *Silence at Class.*—Let them take care that modesty and silence be observed; therefore they must not permit any useless questions or arguments during the lessons, neither must there be any loud laughing or talking during class or study time, and let the mistresses strive to be models in this respect.

They must also take care that none of the pupils change their places, neither must any one be allowed to leave the class without unequivocal necessity; and in this case she must return as soon as possible, without dallying on the way, and no one shall be allowed to wander about either during class or at other times.

22. *External Order.*—As it is necessary to drill soldiers in order to form the beauty of military array, so it is in the same manner necessary to drill all children in the external beauty of order and reverence. They must therefore be taught the manner of coming in and going out of the Chapel with a restrained, pious, and modest demeanour.

They are required to be in the chapel for holy Mass daily before the second Bell; and for this it is necessary to begin to prepare at the first bell, which rings a quarter of an hour before the second. They must arrange two and two in order, in the school-hall, with their veils, gloves, and prayer-book each, and at the signal given, proceed through the cloister with folded hands and modest demeanour, in silence, one Prefect being in front followed by the smallest children, arranged two and two, graduating to the tallest, who come last, followed by another prefect. Having reached the Chapel door, each child shall receive holy water from the Janitor or the stoup, and making the sign of the cross they shall advance, preceded by the Prefect, the head slightly inclined in front, the eyes cast down, and the body erect. Arrived before the Blessed Sacrament, they shall pause an instant, then kneel together and rise without turning until perfectly erect, then turn *facing each other*, and walk on each side to their respective places. A child of Mary shall be placed at the head of every other bench to observe all that passes with these two rows of children.

During the church services the children are not allowed to whisper to each other, or to turn their heads during the service, to bite their nails, or pick their books, or to read in any other book than the meditation or prayer-book assigned.

They shall kneel and rise at the Gospel, (at the Creed all genuflect as usual,) the Gospel and Creed

ended, they sit down again in the same manner; at the beginning of the Preface the signal (one low knock) is given to rise, and the Sanctus is pronounced, when all kneel and remain kneeling until after the Communion are ended and the blessing given. Then all rise at the last Gospel and genuflect at the proper time, rising again and standing till the priest descends and leaves the chapel, then all kneel simultaneously.

They shall rise in the same way when the priest enters at Vespers, and at the Gloria all shall bow with reverence. At the name of Jesus all shall bow their heads profoundly.

23. *To be exercised frequently in External Order.*—In like manner it will be necessary to drill the pupils in all other external order, in going to and from the refectory, class-room, oratory, play-ground, etc., etc., and it is of great importance to teach the pupils to move noiselessly and slowly, making them bow to the Mistresses as they pass. When they walk in single or double file, they should be made to keep a proper distance from each other, and to walk in a straight line. Their manner of sitting should also be observed, they must not be allowed to sit cross-legged or lolling over the chairs and on the tables, or in a slooping posture.

The external order should also be gone through before the performance of any public function or ceremony, and the pupils shall be taught to behave with befitting reverence.

24. *Going from one place to another.*—In order that clamour and confusion may be avoided the mistresses must be very exact in seeing that the pupils arrange themselves in order silently and modestly on going out and entering the class rooms in single file. Let them understand that they are to observe a similar order at every change of locality, e. g. in going to or from the Chapel, Refectory, School-hall or Playground.

25. *Preceptor and Guardian.*—There shall be in every class a Preceptor who shall be considered in honour amongst her companions, who shall have the power of the mistress in her absence. She shall observe if any one wanders about before the signal in the Hall or

Class room or goes into another room or leaves her place, and if so let her tell the absent Mistress. Also if any one not of the class enters; lastly, if any thing goes wrong in the absence of the Mistress.

For the sake of order there shall be a Guardian for each class appointed by the Mistress and changed every week. Their duty will consist in having charge of the class library and apparatus, in seeing that all things required are ready before each lesson, such as black-board, chalk, sponge, reading books, &c., &c., &c. in taking an account of the merits or good points of pupils, in collecting the themes for the Mistresses, and in assisting them in any other manner pointed out by them.

When the week of their charge has expired, they shall be rewarded by 6 merits if deserved.

The Preceptor is the *moral* instrument of the Mistress, and the Guardian her *material* instrument.

26. *Rewards*.—Good points shall be given in the following order.

1st. Punctuality.

2nd. Attention, Diligence and Silence at Study and Class.

3rd. Repetition of lessons as follows:

One good point for a lesson well said, i. e., *meaning understood*.

Two good points when *very* well said, i. e., giving the meaning and words, and three good points if excellently repeated, i. e., perfect in the meaning, and perfect in the words.

4th. Points for Exercises and Themes in the same order.

5th. For External Order.

Six good points shall claim a Card of *Merit*.

Each Mistress shall note her own points, and distribute her merits every week.

Every month the merits shall be counted up, and returned to the Mistress, who will give a list of them to the Prefect. The one who has the highest number of

merits in the class shall receive the Star of Honour at the Monthly Examination.

Every fortnight a Conference shall be held, when the Mistresses shall give evidence of the good or bad conduct of their pupils, and notes shall be taken of the standard of their merit or demerit under the three letters, A. B. and C.

A for excellent, B for very good, C for good, and an X for those who require a penance.

A child who had willingly made reparation for even a grave fault would not deserve an X.

These letters shall be read aloud at the Monthly Examination.

27. *Punishment.*—Let not the mistresses be too hasty in punishing, nor too eager in seeking faults, but let them dissimulate when they can do so without injury to anyone, and not only must they never use corporal punishment, but they must abstain also from any abusive word or actions, neither may they ever call any pupil by any other name than her Christian or full name, nor by her surname only. For slight faults let them add something to the usual exercises, or give a portion to be transcribed *neatly*, or let them separate those in fault from the class, putting them in a place apart to learn by rote or transcribe a page, or let them make the culprit forfeit her good points, or kneel down for a few minutes.

Any faults of a graver nature must be referred to the Prefect. When any of the Mistresses find it necessary to impose a penance on any of the pupils, and the lesson has to be learnt or written at the time of recreation, let the Mistress go to the room, sit there till the pupil knows and repeats the lesson, and then let her take the child to the general recreation.

28. *Preparation.*—The Mistresses must always prepare their lessons before going to Class, and for this purpose they shall have an appointed time.

29. *Uniformity.*—They shall all follow the usual approved system of Methods, and also the approved text books belonging to their Class, for which purpose, see the syllabus.

30. *Obedience to the Syllabus.*—The Mistresses must follow with great fidelity and exactness the Syllabus and Time tables of their respective classes; they must take care that each child has in her own possession the books necessary for the different lessons; and once a week they must give a list to the Bursar on the appointed day of anything that may be required of the pupils, but for the text books for their own class they must apply to the Prefect.

31. *Responsibility for the Apparatus.*—On taking charge of the class each Mistress must have an Inventory of the books and Apparatus belonging to it. Once a week she must see that everything is in its proper place, and if anything be missing, injured, or destroyed, let her make a note of it for the Prefect.

32. *Note of disorder.*—She must also carefully watch over the children to see that they do not waste, spoil, or injure the books, apparatus, tables, walls, or floor, &c., &c., &c., and she shall make a note of any disorder.

33. *Monthly report.*—Every month on the appointed day the Mistresses shall give to the Prefect a report of what has been done during the past month in their own class. This Report is to contain the amount repeated on each subject, stating the number of pages repeated, the substance of what has been explained, and the themes, exercises, and translations, &c. which have been written. They shall also note particularly the conduct, diligence, and attention of the pupils, and they shall give the names of the three who may have distinguished themselves in these particulars. They shall also give the names of the three who have been the least successful.

34. *Mutual respect.*—The Mistresses shall on all occasions shew great respect for each other; one must never countermand the orders of another, but on the contrary uphold each other's authority by every means in their power. Community affairs are never to be spoken of to the children, nor remarks made upon the Mistresses, except such as are edifying. One Mistress is not to be compared with another. The Mistresses are not to talk

together before the children, even on matters of business, and if one of the Mistresses is wanted who is with the children, her bell may be rung, though they are not to be called even in this way without *absolute* necessity. No one may repeat disedifying facts in the schools. In order to avoid familiarity the children are not allowed to touch or caress the Mistresses; they must never forget that familiarity engenders contempt. The pupils must be watched over and spoken to with the greatest sweetness and charity, the Mistresses thus fulfilling the office of guardian angels, while the pupils are taught to respect every one who wears the Religious Habit. They will never respect any one who does not respect herself. Let the Mistresses edify the pupils by their obedience to the Rule in little things which come under their notice; letting them see that the bell and the clock are as the Voice of God to them.

35. *Preparation for Examinations.*—It is necessary for the Mistresses to incite the pupils with a desire to excel at their various Examinations throughout the whole year, but before the half-yearly and yearly Examinations a fortnight or a month will be well employed in revising and repeating the whole course of the studies of each class, in order to prepare the pupils for the Examinations.

36. *All the Mistresses present at the Concerts, &c.*—All the Mistresses who teach in the School are to be present at the monthly Examinations, at the Concerts and Recitations, and at all the Vocal Examinations throughout the year.

It is always desirable to assume a certain degree of state on such occasions, and to invest them with a fitting amount of ceremonial.

37. *All to Study the Rules, &c.*—All shall study the common rules of the Mistresses, the rules of the School, and the whole book of the order of Studies; and they shall frequently refresh their memory by reference to them and by hearing them read aloud once before the opening of the School, and again at the Christmas Holidays.

### RULE FOR THE MISTRESS OF ORDER.

1. *Her duty in general.*—The duty of the Mistress of Order is to see that all those things enjoined by the Prefect, especially regarding external order, be diligently followed.

2. *Watch.*—She shall have a watch which she shall take care to keep as nearly as possible with the house clock, and she shall see that the one whose duty it is to ring the bell at the beginning and end of class does so.

3. *Pupils at the Services.*—She shall note down the number of pupils at Holy Mass and at the other Services, and if any come in late, that is, after the second bell, she shall send them to a place apart from the others.

4. *Cleaning, ventilating, and ornamenting the School-room.*—She shall see that the floors of the school hall, class-rooms, dormitories, refectory and dressing-rooms are well swept and scoured at the appointed times; that the wall, pictures, windows, &c., are free from dust and cobwebs, and that the tables, chairs, and desks are well dusted twice every day; and that the ink-bottles are washed and filled every week. She must see that the schools are well ventilated, and warmed when necessary; that pictures are hung upon the walls, and that the time-tables of each class be hung in their respective rooms, and that the general order of the day as well as of extra lessons be hung up, near the entrance of the School Hall. (In the order of "extra lessons" she will find the hour and place of each lesson assigned to each individual.)

5. *Regarding the Pupils' personal appearance.*—She shall be very watchful over the personal appearance of the children, and tell the Clothing Sister of any disorder she may have remarked in this respect.

6. *Mending.*—If the children tear their dresses they must mend them in the Clothing-room during the next recreation.

7. *Disorders.*—She shall admonish the children of those things “not allowed,” as well as of all external offences against the Rules of the School, which she should know perfectly.

8. She shall overlook the Music-rooms, shawl, hat, and veil cupboards (where there are any) and shall visit once a week or oftener the drawers and cupboards in the dormitory and the desks of each pupil in the classrooms, and if any are not tidy and in order she shall note it down and make it known to the pupil in fault, and for each disorder they must forfeit a merit.

9. In like manner she shall take up whatever she shall find lying about, and exact the penalty from the *owner* that no dispute may arise.

10. She shall note down her observations on any inattention either to the signals, bells, rules of the School, or any obvious disorder or neglect, regarding the children, or the school.

11. *Rewards for Order.*—To those who shall have no notes against order or personal appearance, she shall give one merit daily. She shall also see that the Guardians perform their duty, and when they do so she shall reward them accordingly with six merits every week.

12. *Breakages, abuse of books, apparatus, &c., &c.*—If the pupils abuse, break, or destroy, any of the apparatus, books, drawing copies, &c., &c., the Mistress of Order shall make the culprit repair or replace the article injured or destroyed.

13. *Frequent Visits.*—The Mistress of Order the better to perform her duty in all these particulars shall visit the rooms of the pupils as often as possible. She shall keep a book into which she shall enter all the disorders above mentioned with the name of the offender which she shall from time to time give to the Prefect, and that no mistake may be made she shall require each pupil to put her name on her desk, cupboard, square for veil, &c., &c., &c.

14. *Order in taking up Exercises.*—On the First Friday or any other day appointed by the Superior, she must see that the Class Mistresses put out the Drawings, copy-books, compositions, translations, &c. of her Class that they may be overlooked by the Superior or Prefect of Studies, after which she must see that each Mistress takes away what belongs to her Class.

15. *Preparation of School-Hall for Prizes, &c., &c.*—She shall take care at the distribution of Prizes and at the Monthly Exhibitions, &c., &c. that the School-Hall be properly arranged and decorated for that purpose. She shall distribute the places to those who are invited on this occasion.

16. *Scholastic.*—If she shall have observed that any of our Scholastics be absent from her appointed duty, or omit any thing which belongs to the order, study, or discipline of the School, she shall acquaint the Superior; but if the same offence be committed by one of the children she shall refer the matter to the Prefect.

17. *General Disorders.*—She shall note down all the faults of the pupils and make them known to the Prefect that a remedy may be promptly applied. If after having warned the Prefect of any disorder three times without any notice being taken of it, she shall at once acquaint the Superior.

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## RULES FOR THE PREFECT OF STUDIES.

1. *The End.*—The Prefect of Studies is to understand that it is her duty and she is chosen for no other end than to assist the Superior in so ruling and moderating studies in our Schools, that the pupils may make no less progress in knowledge than in righteousness of life.

2. *Not to change the Order of Studies.*—She may not change any of those things that are in the programme or order of Studies, nor dispense with any thing therein

required, but when it is needful she shall refer to the Superior.

3. *To study the "Order of Studies."*—She should make herself familiar with the book or "Order of Studies," and let her take care that all the rules and methods are exactly observed.

4. *To Remind the Mistresses.*—She shall recall to the memory of each of the Mistresses that it is necessary for her to go through the whole course of subjects assigned to her in the year.

5. *Monthly Report.*—She shall remind each that she is to give in writing the Monthly report on the studies and progress of the pupils committed to her charge.

6. *Pupils' Piety and observance of the Rules.*—It is the business of the Prefect to see that the pupils are nourished in piety and learning, and she must require an exact observance of the Rules from all.

7. *Verses and recitations to be approved.*—Let her take care to bring to the Superior whatever is to be recited publicly, in order that it may be overlooked. But those compositions which are written some time previously, as verses and other writings, shall be read over by two designated by the Superior.

8. *Assisting the Mistresses.*—She should have the rules of the Class Mistresses and of the Schools besides her own particular rule and let her take care to observe all the rules herself.

Let her also help and direct the Mistresses, chiefly taking care that nothing may be done, especially by the pupils, that may detract from their veneration and authority.

9. *One Method of Teaching.*—Let her take care that new Mistresses retain the method of teaching which is approved, and she must sedulously maintain all the old customs which will cause externs the less to blame the frequent change of the Mistresses.

10. *Overlooking the whole School.*—At least every Month let her hear all the teachers give their lessons, and observe whether each gives the right time and attention to Christian Doctrine, whether they make sufficient progress in going through the Studies, and in remembering them, lastly, whether the Mistress behaves laudably and properly in all things with the pupils, and if there is any thing requiring reprehension let her lay the whole matter before the Superior.

11. *Feasts of Devotion, Holiday and Vacations to be announced.*—Let her maturely ascertain and make known to the Mistress, the Feasts of Devotion, Current Holidays, and Annual Vacations—whether common in all provinces or peculiar, above all the weekly ones; also the order of the day, and she shall announce to the Mistresses as well as to the pupils the time appointed for the vacation to begin and to end. And she will see that the pupils inform their parents *in writing*, the exact day the vacation begins and the date of their reassembling.

(The Mistress of Order announces special daily commands or notices in the Refectory.)

12. *Accessory Studies.*—All accessory studies should be so distributed that every mistress may be able to fulfill commodiously and properly the task assigned to her.

13. *Preparatory Class.*—It will generally be necessary to form a preparatory class, or perhaps several classes, for those pupils who enter deficient in the elementary knowledge necessary to pursue the studies of the class to which they are assigned, and an hour and a half shall be set apart for this purpose. This time shall be taken on the hours devoted to foreign languages, or to needlework.

14. *New pupils and examination on entering.*—When a pupil enters the convent school, she shall be received with all amiability, and every inquiry should be made concerning her former instructions, health, &c.

The Prefect must examine those who enter in this manner.

1. Let her ask what studies they have pursued and for how long a time.

2. Let her give them a subject to write on the spot, without the assistance of any book.

3. Let them parse and analyse some sentences.

4. If expedient let them translate some foreign writers that may be familiar to them.

15 *Admission.*—When a Pupil is admitted the Prefect should write the name and surname in the Register of the school, together with the country, residence, age, parents' names, (or those of the legal guardians) the Sacraments received, the date of entrance, (which last she must also give to the Bursar) and take any other note worthy of remark. She shall then place her in the class for which she is fitted, and under one of the Preceptors who is capable of assisting her—but let the prefect so manage it, that she may seem to be raised, rather than put down with those who know less than herself.

16. *Those too old or too young.*—Let no one be admitted to the highest class who is too advanced in age, nor yet children too young, unless they are very clever, and that they are admitted for the sake of good previous instruction which they can show.

17. *Promotion.*—The general and solemn promotion must be made once in the year after the yearly vacations. If there are, however, any who very far exceed the rest, and certainly would do better in a higher class than their own (which she may find out by inspecting the classes and inquiring of the mistress) let them by no means be detained; but after being examined, they may be advanced to a higher class without regard to the time of year.

18. *Preparation for Examination.*—She shall remind the mistresses that all the pupils are to be thoroughly prepared for their monthly, half yearly, and yearly examinations.

19. *Examination.*—The examination of the classes is to be in writing, though there shall always be a portion of vocal examination.

20. *Laws to be read aloud.*—A few days before the examination the Prefect shall announce to the pupils the subjects upon which the examination papers are to be written. The laws for the examination shall be read aloud to all the classes.

21. *Prefect to preside.*—The Prefect shall preside over those who are writing, or she shall be supplied by another, who, on the day and hour appointed, all being assembled at their places, in alphabetical order, shall briefly read out the substance of the papers, which shall then be distributed for writing.

22. *Papers taken up.*—At the end of the appointed time she shall have the papers in a bundle, in alphabetical order, and if nothing prevent it, let her deliver them among the Examiners, that they may read them and put the mistakes in the margin.

23. *Examiners.*—The Examiners ought to be three, one may be the Prefect, the other two should be those well versed in studies, and who, if it can be done, may not be the Mistresses, but others appointed by the Superior and the Prefect. In judging, these three shall be chiefly relied upon. But when the number is great there may be more than three examiners.

24. *Reference to the Report-Book.*—The Prefect shall overlook the Report-Book, and take an account of the notes written on each subject, before coming to a final *decision* in the Examination, so that the profit of each child during the year may be made more clear.

25. *Vocal Examination on Christian Doctrine.*—Let each read a part of her own composition on Christian Doctrine, then correct the errors, and if it seem good, render the reason for this correction, indicating the rule broken. Let all be questioned in a way to bring forth their knowledge.

26. *Judgment given.*—After the examination the opinion of the Interrogators must be given with the

notes of the Prefect, when consideration must be taken of the composition and also of the viva voce examen.

27. *Doubts.*—For the solution of doubts the prefect shall ask for the daily compositions written during the interval, and confer with the superior and the judges. And if it be expedient she shall command the pupils to write again, and the examination of the compositions shall be repeated; moreover, in doubts, account must be taken of age, and of the time they have passed in the class, and also of the genius and diligence of those examined.

28. *Secresy.*—The examination being over, what has been decided concerning each must be kept secret, except in regard to what has been publicly recited.

29. *Removal from a Class.*—Let it be remembered that if any one is removed, being by no means fit for the class she occupies, there is no room for entreaties.

If, however, there is any one hardly fit to be advanced yet on account of her age, or the time she has been in the class, or for any other good reason, it may be expedient to remove her to a higher class, let it be done with this condition, that if the mistress should not approve of her industry, she shall be sent back again to the lower class. Lastly, if there are any so unteachable, that they ought not to be moved, neither making any progress in their own class, nor is there any to be hoped for, then let the Prefect treat with the Superior, that their parents or friends being warned, they may be removed from the school.

30. *Promotion announced.*—The Catalogue of promotion may be either read publicly to each class, or it may be announced in the school-hall. If some few exceed the rest in studies, they shall be mentioned the first, for the sake of honour; with regard to the rest the alphabetical order may be retained.

31. *Catalogue and order of Studies.*—Before the commencement of studies, let her give to each of the mistresses a list of the names of the books she is to use, and explain in her class, having first consulted the sylla-

bus and text-book list. If any books or writers have to be changed, she will first consult the superior.

32. *Books for each Class.*—She shall act in time with the Bursar, that neither the books in daily use may be deficient, nor those which will be required during the ensuing year.

33. *Places.*—At the beginning of the scholastic year, she shall assign to each her own place, either herself or through the Mistresses. But let the places of the nobles be more commodious, and no great change in the places assigned may be made without the knowledge of the prefect.

34. *Private Study.*—It is of great importance that the Prefect should so distribute the hours that the pupils have a sufficiency of vacant time for private study.

35. *No Dispensations to be granted.*—Let her grant no dispensations from the daily order of studies, except for very grave reasons, and after advice from the Superior.

36. *Recitations and Concerts.*—Let her take care that the more important recitations, as well as the musical performances, be attended by the superior classes of the school, and let the Mistresses see that the pupils are properly prepared.

37. *Distribution of Prizes.*—Let her recall to the Superior's memory beforehand what is necessary for the distribution of prizes, in which distribution the Laws of the Prizes are to be observed, and made known to all the classes before writing.

38. *Prize of Excellence.*—She shall take care that the Mistresses excite their classes to try for the sign of victory in private prizes, which the Superior shall provide, and which shall be given either for general excellence, or for the repetition of a whole book, or for some striking excellence on any particular occasion.

39. *Reparation of faults or expulsion.*—Those who refuse to make reparation for their faults, must either be compelled to do so, or be sent away from our schools.

40. When neither advice nor acts of reparation give any hope of amendment, but rather evil to others is foreseen from bad example, it is much better to send a pupil away than to retain her, since she only injures others and does no good herself. But the Prefect must leave all this to the Superior, who will do what she thinks best in the service of God.

41. *Remedy of evil.*—If any case were to occur where in remedy of the evil it would not be sufficient to expel the offender from the school, let her refer to the Superior that she may provide what will be most expedient. But it will be well for her to do what she has to do in the spirit of lenity, peace and charity.

42. *Return to the Schools not allowed.*—A return to our Schools should never be allowed in those cases where expulsion has once been resorted to, or even where pupils have left without legitimate cause. But in all these cases the Prefect must refer to the Superior, that she may do in every case that which is fit.

43. *Suppression of any disorder.*—Let her admit nothing in the School of the nature of quarrelling, tale-bearing, or idleness, nor any thing wrong, or immodest and worldly. Should any thing occur of this nature she shall impose silence directly, and acquaint the Superior without delay should any thing disturb the quiet and order of the School.

44. *General Observation.*—She must not only be assiduous during all the time of School, but she must overlook the general order at all times, especially in the Chapel, at prayers, meals and refecton, recreation, dressing and undressing, &c., &c.—Especially in seeing that the rules of the School are observed.

45. *Church.*—Let her take care that the pupils enter and go out of the Church without noise, and according

to the order prescribed. Let none hear Mass without the presence of many and with at least one Mistress present. And they must not only be religiously present but in the usual order.

46. *Confession.*—At the hours and on the days appointed for the Confessions of the pupils, let the Prefect see that the one appointed to overlook the order of the Confessions be prompt in her duty seeing that the pupils behave piously and modestly.

47. *The Pupils not to be called out of School.*—The Prefect shall not call the pupils out of School, especially at the time of class, except rarely and in case of necessity, and if any one does this she shall inform the Superior.

48. *Borrowing not allowed.*—She shall not permit the things of the pupils to be used by others or borrowed, either to write or draw with, or for any other purpose, either by herself or others.

49. The Rules of the School must be read to the pupils once a month or more frequently if necessary.



## SYLLABUS OF THE SIX CLASSES, 1863.

	1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.
<b>Christian Doctrine.</b>	Manual of Instructions in Christian Doctrine, published 1861, by Burns and Lambert.	Manual of Christian Doctrine.	Perry's Full Course to the end.	Perry's Full Course. The Abridgment of Christian Doctrine explained and learnt by heart.	The Catechism Abridged. The Creed the Rosary and Angelus from Pictures.	To learn the usual Prayers. The chief truths learnt by heart. Holy Mass, the Rosary and Angelus from Pictures.
<b>Scripture History.</b>	Church History from the Reformation to the end. (Roherbacher Liturgy. (Guillois.)	Acts of the Apostles. New Testament, Church History, from the Ascension of our Lord to the Reformation. (Roherbacher.)	Figures, Types and Prophecies of our Blessed Lord and our Lady. Feasts as illustrating Doctrine. Catechism of Perseverance. — Formby.	From Saul to the coming of our Lord. Life of Christ. Miracles and Parables. Formby.	From the Exodus to Saul. Pictures. Life of our Lord. Miracles. Formby.	To the Exodus— Pictures. The Narrative of the Life of our Lord. Formby.
<b>Grammar and Literature.</b>	Poetry—from the Bible to the History of Literature from the Reformation down to the present day. W is e m a n, Blair, Chambers, Milton, Shakespeare selected.	Compound and complex sentences. Model.—Rules of Syntax. Figures of speech. Poetry. History of Literature to the Reformation. Parker's Comp.	Structure of Words and analysis of compound and complex sentences. Morell. Etymology. Pupil Teacher's Guide. Parker's Composition.	Classification and inflection of Words. Morell. Bromby. Analysis of simple sentences. Parsing.	The nature of the different parts of speech. Bromby.	None.
<b>Geography and Maps.</b>	British Possessions. Philosophy of Geography. Astronomy. Maps and illustrations. Guyot. Historical Maps.	Countries of America and Africa. Philosophy of Geography. Contrasts of continents. Cornwall. Guyot.	Countries of Europe and Asia. Cornwall. Mathematical and Physical Geography. Sullivan's Geography Generalized.	The Four Quarters. The country in which the pupils live. Hugh's Physical Geography.	The country in which the pupils live. The World according to Morrison.	Elementary notions. Morrison's Method.

1st Class. 2nd Class. 3rd Class. 4th Class. 5th Class. 6th Class.

Poetical Reading Book. Morrell.—Recitation. Shakespeare selected. Milton.—Private reading.	Gordon's Advanced Reading Book.—Private reading in turn at work. Sir Walter Scott, selected. Prose and Poetry.	Gordon's Sixth Book. Recitation. — Sullivan's Literary Class Book.—Chambers.	Gordon Fifth Book. The Art of Reading. Recitation.	The Catholic Reading Books. — To learn to read, Look and Say method. Fluency, ease, inflection of voice.	Reading by the Look and Say Method. Morrison.
Fair Books with model page.	Copies in running hand.—No rough books allowed.	Copies in running hand.	Darnell's 9th and 10th Books.	Darnell's Books up to the 8th.	Darnell's four first Books. Morrison's Method.
Valpy. Syntax and Prosody.—Breviary, Testament. Virgil, Cicero. Tho. a Kempis.	Valpy.—Gospel St. John.—Missale Romanum.—Interlinear reading.	Henry's First Book. Interlinear Reading. Verbs. Valpy.	Declensions and Verbs.		
Grammaire Complete.—Analyse logique.—Cours complet de Dictées.	Grammaire Complete.—Traite de la Conjugaison des Verbes.—Exercices sur la Conj. V. Dictées.	Grammaire Complete.—Traite d'Analyse Gram.—Cours Gradue des Dictées.	Ollendorf's Method. Lecons Graduees. Citologie.—Magazin des Enfants.	Lecons Graduees. Ollendorf's Method with D. Board. Citologie.—Fables.	Lecon Graduees. D. Board. Citologie.
Compositions. Letters. Verbs.—Reading Classic Authors (part of Dante, Alfieri, Tasso and Metastasio) to be translated. Dictation learnt, repeated and rewritten. Review of the Grammar.	Grammar Vergani (the whole) Letters, Verbs, Dictation learnt, repeated, and rewritten.—Composition, —Dialogues, Reading.	Grammar—Ollendorf Verbs, Dialogues, Stories, —Dictation, learnt, repeated and rewritten. Reading.			

**Reading.**

**Writing.**

**Latin.**

**French.**

**Italian.**

1st Class. 2nd Class. 3rd Class. 4th Class. 5th Class. 6th Class.

Stocks and shares. Review the course of the second class. Second Book of Euclid.—Cornwell and Fitch.	Interest, Proportion. Algebra, four rules. Equations, Euclid, definitions, axioms, First Book.	Principles of Numeration and Notation reviewed.—Decimals, Fractions.—Cornwell and Fitch.	Simple and Compound Rules.—Practice.—Easy problems. Method of Tate.	Notation and Numeration. See Methods, Morrison. Tate.	To learn to count, the symbols. No principles of Notation.
Ancient Literature. Plutarch's Lives. (Poetry.)	Rollin—Schools of Philosophy.	Greece and Rome. Miss Sewell.—Legends of the Greek Poets.	The Four Empires. Fredet. Stories from Ancient History.	Stories.	Stories.
None.	From the Tudor period to the present day. Lingard, Hamilton.	From the Celtic to the Tudor period inclusive. Burke's Lingard.	Outlines of the whole History of England. "History for the Young."	Picture Stories.	Stories.
From the Reformation to the end. Fredet.	From the Fall of the Roman Empire till the Reformation. Fredet.	None.	None.	None.	None.
Architecture. Style of the centuries. Decorative Art. Pugin's contrasts. Rio's Christian Art. Glossary.	Heraldry and Mythology.	Natural Philosophy with illustrations. Elements of Geology and Botany.	On common things. Natural Philosophy with cards and diagrams.	Common things. Form and Colour. Natural History. Pictures.	Common things. Pictures.

**Arithmetic.**

**Ancient History.**

**English History.**

**Universal History.**

**Object Lessons and Lectures.**

## SYLLABUS OF THE DRAWING COURSES, 1863.

Elementary.	1st Course.	2nd Course.	3rd Course.	4th Course.
<p>Inventive Drawing. Lines and Curves. Freehand, Flat Model. Model.</p>	<p><b>FIRST YEAR</b> Freehand. I. Book. Fancy Drawing. Outlines of Animals, Houses, &amp;c., &amp;c. I. Book. — <b>SECOND YEAR.</b> Flat Model and Model. I. Book. Practise Geometry. Fancy Drawing, Rudiments of Landscapes. I. Book. — The pupils do in this course two books each year.</p>	<p><b>FIRST YEAR.</b> 1. Freehand. I. Book. 2. Geometry. I. Book. 3. Flat Model. I. Book. 4. Harding's Trees to No. 10. — <b>SECOND YEAR.</b> 1. Perspective. Model. 2. Practising. Model. 3. Freehand. 4. Harding's Trees from No. 10. One book each year is provided for fancy drawing. — The Books of each year of the course are bound in the first month of the last quarter of the scho- lastic year in order to be ready for the ex- hibition at the dis- tribution of the Prizes.</p>	<p>1. Book. Large Per- spective. Free- hand. " Large Free- hand. " Harding's Landscapes. " Model from Nature. — <b>SECOND YEAR.</b> Sepia and Rough Water Colours, Shading in Chalks in Fruit and Leaves. Harding's Landscapes. Model from Nature. — Books of the first year are to be bound at the last quarter, &amp;c. Albums and Mount- ing boards for the second year, and Portfolios.</p>	<p><b>FIRST YEAR.</b> Water Colours. Retzch's Outlines. Heads, Landscapes, Illuminations. Pencil Sketches. — <b>SECOND YEAR</b> Water Colours. Heads. Original Illumin- ations. Figures and chalk shading. Sketching from Nat- ure. Sketching from the ancient Masters. Oils. Albums, Portfolios, &amp;c.</p>

## MATERIALS REQUIRED FOR THE DRAWING COURSE.

1st Course.	2nd Course.	3rd Course.	4th Course.	Maps.
<p><b>FIRST YEAR.</b></p> <p>2 Books. 1 For Sunday Outlines. 1 Freehand. Sheets of Paper for practising.</p> <p style="text-align: center;">—</p> <p><b>SECOND YEAR.</b></p> <p>2 Books for Flat Model and Rudiments of Landscapes. Paper for practising.</p>	<p><b>FIRST YEAR.</b></p> <p>4 Books — Mathematical Instruments. 1 Geometry. 1 Freehand. 1 Flat Model and Model. 1 Small for Harding and fancy drawing.</p> <p style="text-align: center;">—</p> <p><b>SECOND YEAR.</b></p> <p>4 Books. 1 Small Perspective. 1 Small Model and 1 Freehand. 1 Small Harding.</p>	<p><b>FIRST YEAR.</b></p> <p>Sheets of paper. 1 Large Book for Harding.</p> <p style="text-align: center;">—</p> <p><b>SECOND YEAR</b></p> <p>Water coloured paper. Mounting Board, coloured paper. Drawing paper.</p>	<p><b>FIRST YEAR.</b></p> <p>Water Coloured paper, block—Coloured paper—Illumination Cards—Scrap Book and large Paint Box.</p> <p style="text-align: center;">—</p> <p><b>SECOND YEAR.</b></p> <p>Water Coloured paper — Coloured paper—Vellum or Card for Illuminations —Materials for Oils if required.</p>	<p>4th Class, Maps, Block, Sketch Book. 3rd Class, Sketch Book. 2nd Class, Block. 1st Class, id.</p> <p style="text-align: center;">—</p> <p>One Book is given to each Course for the Sunday Fancy Drawing— which varies to suit the talent and taste of the pupils.</p>

SPECIMEN. 9½ till Eleven, Order of class }  
 always Repetition, Grammar, and Reading. }

TIME TABLE, SECOND CLASS.

	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.	Sunday.
8½	Private Study.	Private Study.	Recreation.				
9	Study for Repetition.	Composition.	id.				
9½	French Grammar.	English Grammar.	French Grammar.	English Grammar.	French Grammar.	Composition.	Holy Mass.
10	id. Reading.	English History.	id. Reading.	English History.	id. Reading.	id.	Reading Com- position.
11	Universal History.	Euclid.	Ancient History.	Literature.	Universal History.	Arithmetic.	Perspective.
12	Arithmetic.	Geography.	Geography.	Arithmetic.	Grammar.	Heraldry	id.

AFTERNOON.

2½	Model Drawing.	Free Hand.	Landscapes.	Model.	Freehand.	Landscapes.	Gospel.
3½	Italian Lesson.	Italian Study.		Italian Study.	Italian Lesson.	Work.	Letters.
4¼	Latin Lesson.	Italian Lesson.		Italian Study.		Work.	Perspective.
5½					Conference.		Vespers.
1/6	Work.	Work.	Work.	Work.	Work.	Work.	id.
7	Church History.	Christian Doctrine.	Church History.	Christian Doctrine.	Church History.	Christian Doctrine.	Conference Sodalities.

# TIME TABLE, FOURTH CLASS.

SPECIMEN.

	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.	Sunday.
8½	Transcription.	Transcription.	Transcription.	Transcription.	Transcription.	Transcription.	Recreation.
9	Study.	Study.	Study.	Study.	Study.	Study.	id.
9½	Repetition.	Repetition.	Repetition.	Repetition.	Repetition.	Repetition.	Mass.
10	French Grammar.	English Grammar Explained.	French Grammar.	English Grammar Explained.	Explain French Grammar.	English Grammar Explained.	id.
10½	id.	Reading English History.	Lecture.	Reading English History.	Lecture.	Reading English History.	Reading Compositions.
11	Copies—Exercise.	Copies—Themes.	Copies—Exercise.	Copies—Themes.	Copies—Exercise.	Copies—Themes.	Drawing.
12	Geography.	Arithmetic.	Geography.	Arithmetic.	History.	Arithmetic.	Object Lesson.

## AFTERNOON

2½	Geometry.	Freehand.	Geometry.	Freehand.	Geometry.	Freehand.	Gospel.
3¼	Practise—Maps.	Practise—Printing.	Practise—Maps.	Practise—Printing.	Practise—Maps.	Work.	
4¼	Dictation and Printing.	Reading.	Dictation and Printing.	Reading.	Dictation and Printing.	Work.	Letters.
5½	Work.	Work.	Work.	Work.	Work.	Work.	Vespers.
6	id.	id.	id.	id.	id.	id.	id.
7	Christian Doctrine.	Scripture History.	Christian Doctrine.	Scripture History.	Christian Doctrine.	Scripture History.	Conference Socialties.

## LIST OF MISTRESSES' BOOKS.

FIRST AND SECOND CLASSES.	THIRD CLASS.	FOURTH CLASS.	FIFTH AND SIXTH CLASSES.
<p>The Book of Studies, S. H. C. J.</p> <p>Rollin's Belles Lettres.</p> <p>Analyse Logique. Poitevin.</p> <p>Traite des Particles.</p> <p>Pictorial History of England.</p> <p>One of each of the Study Books of the Class.</p> <p>—</p> <p>The Class Library Books.</p> <p>—</p> <p>The Books of Reference on the subjects of the Course, and the Encyclopaedia M.</p> <p>—</p> <p>The Rules of the Sodality of the Children of Mary.</p> <p>Whitsuntide Book.</p> <p>S. Heart, &amp;c., by F. Tickell.</p> <p>id. by F. Gautrelet.</p>	<p>The Book of Studies, S.H. C.J.</p> <p>Morrison's Manual.</p> <p>Currie's School Education.</p> <p>Old English Illustrated.</p> <p>Hort's Pantheon.</p> <p>Hugh's Geography.</p> <p>One of each of the study books of the class.</p> <p>Latham's Grammar.</p> <p>Pinnock's Catechisms.</p> <p>The Reading Books of the Class.</p> <p>Books of Reference on the subjects of the course.</p>	<p>The Book of Studies, S.H. C.J.</p> <p>Morrison's Manual.</p> <p>Currie's School Education.</p> <p>Sullivan's Geography Generalized.</p> <p>Lake's Object Lessons.</p> <p>Books of Reference on the subjects of the course.</p> <p>Pinnock's Catechisms.</p> <p>The study and Reading Books of the Class.</p>	<p>Morrison's Infant School Education.</p> <p>Bromby's Grammar.</p> <p>Allan and Cornwall's Grammar.</p> <p>Sullivan's Little Geography.</p> <p>Mayo's Model Lessons, 3 vols.</p> <p>Formby's Bible History.</p>

1st Class. 2nd Class. 3rd Class. 4th Class. 5th Class. 6th Class.

<p>Catechism of Perseverance. Euclid. (Williams.) Valpy's Latin Gram. Grammar Complete. Manual of Christian Doctrine. Catechism of Vergnani's Italian Grammar. Catechism of Eng. Law. } <i>Pinnock</i> Rhetoric } Logic } Putz Modern History. Manual of Colour Milton. Shakespeare's Select Poems. Oratory Hymns. Analyse Logique Poitevin.</p>	<p>Cat. of Perseverance. William's Euclid. Valpy's Latin Gram. Morell's Analysis. Ince's History of France. Grammaire Complete. Manual of Christian Doctrine. Parker's Composition. Italian Grammar. Putz Ancient and Mediaeval. Hort's Pantheon, or Pinnock. Atlas. Dictionaries, English, Italian, French, German. Manual of Colour. Oratory Hymns.</p>	<p>Cat. of Perseverance. Morell's Essentials. Ince's English History. Cornwell's Geography of Derivation — P. T. Guide. Cat. de Pers. Grammaire Complete. Cours de style Epistolaire. Henry's First Latin Book. Valpy's Latin Grammar. Parker's Composition. Euclid. Ollendorf's Italian Grammar. Dictionaries, French, Italian. Transposition—Scott. The Lady of the Lake Oratory Hymns.</p>	<p>Abridgment Catechism. Cornwell's Geography. Valpy's Latin Gram. Poetry for the Young. Cat. de Perseverance. Altege. Ollendorf's French. Dialogues. Speaking Book Super-seeded. Atlas. Table Book. Formby's Hymn Bk.</p>	<p>Abridgment Cat. Formby's Hymn Bk. Formby's Scripture History. Part I. Speaking Book Super-seeded.</p>	<p>Abridgment Cat. Formby's Hymn Bk. Nursery Rhymes. Prayers.</p>
<p>Demonstration Board Slates, &amp;c. Historical Atlas. Maps.—The World, India, Canada, Australia, Ceylon. Stream of Time. Drawing Stand and Models, moveable. Harding's copies. Overbeck's Gospel Illustrated. Sketches of the Great Masters. Decorative Art Models. Pugin.</p>	<p>Demonstration Board and Map of the World. The Globe, Maps, Physical and Mathematical. Maps, America, Africa and England. Johnston's Philosophical sheets. Drawing Models. Drawing Sheets. Sol Fa Modulator.</p>	<p>D. Board and Slates. Maps, Europe and Asia, England.* Hand Globe. Cards of Astronomy. Do. Geology. Maps, Physical and Mathematical. Astronomical Cards. Drawings and Models. Sol Fa Modulator. Music D. Board.</p>	<p>D. Board &amp; Slates. Maps, the World, England,* Ireland, Scotland. Object box. Nat. Philosophy Cards. Arithmeticon. Picture of English History. Drawing Canvass, Bk. Drawing Sheets, Harding's trees. Geo. Sheets, Burchet. Sol Fa Modulator.</p>	<p>D. Board and Slates. Map of the World, England.* Scripture Hist. Cards. Nat. do. do. Box of form &amp; colors. Arithmeticon. Pictures of the Mass Pictures of Life of Christ. Piano or Concertina. Music sheets of notation. Music D. Board.</p>	<p>The same as the 5th Class, if separated from it.</p>

The Children's Books of Study and Transposition.

Not more than three books may be studied in the space of half an hour.

Apparatus.

\* Or the country in which the pupils reside.

## CLASS READING BOOKS.

First Class.

Second Class.

ENGLISH BOOKS.	FRENCH BOOKS.	LATIN BOOKS.	ENGLISH BOOKS.	FRENCH BOOKS.	LATIN BOOKS.
Lingard's History of England, 13 vols. Blackstone. Modern History. Fredet. Ancient History. Fredet. Church History. Formby. Biographical Sketches of British Poets. Selections from British Poets, vols. i. and ii. Guyot. Physical Geog. Recreations in Physical Geography. Zornlin. World of Waters. Zornlin. Epitome of Geography and History. Advanced Reading Book. (Gordon.) Poetical Reading Book. (Morell.)	Traite de Litterature. Lefranc. Cours d'Histoire Lame Fleury. Histoire Ancienne, du Moyen Age 2 vols. " Moderne Age 2 vols. " de France, 2 vols. " d'Angleterre, 2 vols. Moeurs et contumes des Francais. La Mythologie Lame Fleury. Histoire de France, 2 vols. Madame de Sevigne Lettres. Discours sur l'Histoire Universelle—Bossuet	Novum Testamentum. Thoa Kempis. Virgil. Cicero's Orations.  GERMAN BOOKS. Undine. Fouque. William Tell. Schiller. Dialogues. Williams.  ITALIAN. Letteratura Italiana. Cesare Cantu. Compendio della Storia d'Italia. Luigi Sfarzosi. Raccolta di opere Classiche Antiche e Moderne. Antonio Cesari. Esempt di bello Scrivere in Poesia. L. Fornaciari. Esempt di bello Scrivere in Poesia. ditto. L'Italia letteraria ed Artistica. Giuseppe Zivardini.	History of England. Hamilton. Modern History. Fredet. Rollin's Ancient History. Church History. Formby. Biographical Sketches of British Poets. Selections from British Poets, vols. i. and ii. Physical Geography. Sullivan. Recreations in Physical Geography. Zornlin. World of Waters. id. Epitome of Geography and History. Advanced Reading Bk. Gordon. Poetical Reading Book. Morell. Guyot's Earth and Man.	Genie du Christianisme. Chateaubriand. Cours d'Histoire. Lame Fleury. Histoire Ancienne, du Moyen Age 2 vols. " Moderne Age, 2 vols. " France, 2 vols. " Angleterre, 2 vols. " des Moeurs Francais. La Mythologie. Madame de Sevigne. Lettres.	Novum Testamentum. Missale Romanum.  ITALIAN BOOKS.  Commedie Scete. Alberto Nota. Sibilla Odaleta. Carlo Varese. Novelle Morali. Francesco Soave.

## CLASS READING BOOKS.

3rd Class.

4th Class.

<p><b>ENGLISH BOOKS.</b> Bible History, Formby. Perry's Full Course. Lingard—Burke's. Roman History—Sewell. Grecian History id. Physical Geography—Hughes. Class Book of Poetry—Scrymgeour. Reading Book 6th Series—Gordon.</p>	<p><b>FRENCH BOOKS.</b> Traite d'Analyse, Grammaticale. Cours d'Histoire Lame Fleury. Histoire Sainte. id. du Nouveau Testament. Histoire Grecques, id. Romaine, 2 vols. Citologie.</p>	<p><b>LATIN BOOKS.</b> Gospel of St. John. Interlinear. —— <b>ITALIAN BOOKS.</b> Nuove Commedie, Masima Rossellini. Ahn's First Italian reading book.</p>	<p><b>ENGLISH BOOKS.</b> Bible History—Formby. Perry's Full Course. Mary's Grammat. Spelling Book Superseded. Circle of Knowledge, No. III. Third Daily Lesson Book. English History—Bowles. Ancient Histories—Corner England—Chambers. Circle of Knowledge, Third Gradation. Reading Book, Fifth Series—Gordon.</p>
<p><b>ENGLISH.</b> Catholic Reading Books, Nos. 2 and 3. McLeod, Nos. II. and III. Circle of Knowledge, 1st and 2nd Gradations. Formby's Bible History, 1st and 2nd vols.</p>	<p><b>FRENCH.</b> Lecons Graduees, 1st and 2nd. Fables.</p>	<p><b>FRENCH BOOKS</b> Lectures Graduees I. II. III. IV. Stories from French Writers—interlinear. Magazin des Enfants. Citologie.</p>	<p><b>6th Class.</b></p> <p>Formby B. History. The Peep of Day. Line upon Line. Catholic Reading Book No. 1. McLeod No. 1.</p>

## DAY SCHOOL.—ENGLISH REVISED CODE REQUIREMENTS.

SUBJECTS.	Standard 1.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.
<b>Reading.</b>	Narratives in Monosyllables.	One of the narratives next in order after monosyllables in an elementary reading book used in the school.	A short paragraph from an elementary reading book used in the school.	A short paragraph from a more advanced reading book used in the school.	A few lines of poetry from a reading book used in the first class of the school.	A short ordinary paragraph in a newspaper or other modern narrative.
<b>Writing.</b>	Form on D. B. or slate, from dictation, letters, capital and small, manuscript.	Copy in manuscript characters a line of print.	A sentence from the same paragraph, slowly read once, and then dictated in single words.	A sentence slowly dictated once by a few words at a time, from the same book, but not from the paragraph read.	A sentence slowly dictated once, by a few words at a time from a reading book used in the first class of the school.	Another short ordinary paragraph from a newspaper or other modern narrative slowly dictated once by a few words at a time.
<b>Arithmetic.</b>	Form on D. B. or slate, from dictation figures up to 20; name at sight figures up to 20; add and subtract figures up to 10 orally from examples on the D. Board.	A sum in simple addition or subtraction and the multiplication table.	A sum in any simple rule as far as Division (inclusive.)	A sum in compound Rules (Money.)	A sum in compound rules (common weights and measures.)	A sum in Practice or Bills of Parcels.

# IN ADDITION TO THE REQUIREMENTS OF THE REVISED CODE.

For Schools of a better Class of Children, or for children who remain at the Day Schools, S. H. C. Jesus.

	Standard I. 6th Class	Standard II. 5th Class	Standard III. 4th Class	Standard IV. 3rd Class	Standard V. 2nd Class	Standard VI. 1st Class
<b>Religious Instruction.</b>	Morning and Night prayers—Grace—The Angelus, Rosary and Holy Mass, explained from pictures—Stories from the Life of Christ.	The same as Standard I. with principal Truths of Faith, and Stories from the Old Testament.	The Articles of the Creed—S. History to the Exodus—Stories from the Life of our Lord.	The Creed and Commandments—S. History till Solomon's Temple—Life of our Lord except parables.	Creed. — Commandments and Sacraments—Sacred History from Solomon till our Lord—Parables—Types — Prophecies.	The whole Catechism — Popular Devotions — Church history.
<b>Grammar.</b>	None.	Simple notions of parts of Speech, and simple sentences without gram. terms.	Parts of Speech and their divisions with grammatical terms.	Inflections of parts of Speech—Structure of words.	Review of past Parsing and simple sentences.	Compound and Complex sentences.
<b>Geography.</b>	Elementary notions of space, distance, relative position, natural divisions of land, occupation of people.	The same as Standard I. more developed.	Maps of Countries & Continents.	Maps of Countries and Continents.	Mathematical & Physical Geography.	Mathematical & Physical Geography.
<b>Object Lessons, &amp;c.</b>	Lessons on objects—on animals, from illustrations.	The same as Standard I.	Classification of Animals and Vegetables	Productions of Food and Clothing.	The Human Body.	Elements of Chemistry.
<b>Domestic Economy.</b>	None.	None.	How to sweep dust and scrub a room.	How to Cook and Wash.	How to take care of the Sick—Symptoms and treatment of common diseases.	Social Economy — Work and Wages &c.—Savings' Banks.
<b>Needlework.</b>	Running—Hemming Knitting—Strips.	The same as before with the crochet, sewing and stitching.	Stitching—Gathering —Common darning holes—Stocking —Marking Samples.	Fancy darning—diaper, &c. — Button holes—Stocking —Marking.	English Embroidery — crochet — Wool work — Netting — Fancy Knitting.	Point lace, gold work—French embroidery—Church work—Applique.

# PUPIL TEACHER'S BROAD SHEET.

SUBJECTS.

For Election.

End of 1st Year.

End of 2nd Year.

End of 3rd Year.

End of 4th Year.

End of 5th Year.

<p>To read with fluency ease and expression.</p>	<p>Improved articulation and expression.</p>	<p>Improved articulation and expression.</p>	<p>Improved articulation and expression in reading.</p>	<p>Improved articulation and expression in reading.</p>
<p>To write in a neat hand, with correct punctuation &amp; spelling a simple prose narrative slowly read to them.</p>	<p>To write from memory the substance of a more difficult narrative.</p>	<p>Composition of a Class Report, or the Abstract of a Lesson.</p>	<p>Composition of an account of the organization of the school and of the methods of Instruction used.</p>	<p>Composition of an Essay on some subject connected with the art of teaching.</p>
<p>To point out the parts of speech in a simple sentence.</p>	<p>The Noun, Verb and Adjective, with their relations in a simple sentence.</p>	<p>The Pronoun, Adverb, and Preposition, with their relations in a simple sentence.</p>	<p>The Pronoun, Adfixes and Affixes, or regular declensions of Nouns, Prououns Adjectives, in Latin, as an alternative exercise.</p>	<p>The same subjects, as an alternative Exercise, the government of prepositions and regular conjugations of Verbs in Latin.</p>
<p>To write from dictation sums in the four first Rules of Arithmetic, Simple &amp; Compound, and to work them correctly, and to know the Tables of Weights &amp; Measures.</p>	<p>Practice and Bills of Parcels.</p>	<p>Simple Proportion.</p>	<p>Compound Proportion &amp; Recapitulation of preceding exercises.</p>	<p>Decimal Fractions Simple Interest.</p>
<p>To have an elementary knowledge of Geography.</p>	<p>The British Isles (Maps to be drawn in this and the following years.)</p>	<p>Europe and Ancient Palestine.</p>	<p>Asia and Africa.</p>	<p>America and the Oceans.</p>

Reading.

Writing and Composition.

Grammar.

Arithmetic and Mathematics.

Geography.

## PUPIL TEACHER'S BROAD SHEET—CONTINUED.

	For Election.	End of 1st Year.	End of 2nd Year.	End of 3rd Year.	End of 4th Year.	End of 5th Year.
<b>Religious Instruction.</b>	The whole Catechism by rote.	To the end of the creed, to give a lesson on any part of the same. As far as the Exodus.	1. <i>Doctrinal</i> .—From the beginning of the Catechism to the end of the Sacraments. To give a lesson on any part of the same. 2. <i>Historical</i> . As far as Solomon's temple.	1. <i>Doctrinal</i> .—From the beginning of the Catechism to the end of the Sacraments. To give a lesson on any part of the same. 2. <i>Historical</i> .—To our Lord. Miracles and Parables.	1. <i>Doctrinal</i> .—Theological virtues. To give a lesson on any part of Christian Doctrine up to there. 2. <i>Historical</i> .—Life of our Lord. Miracles and Parables.	1. <i>Doctrinal</i> .—Review of preceding. Popular devotions. Lesson as before. 2. <i>Historical</i> .—Church History. Heresies & Councils.
<b>Drawing.</b>	None.	Drawing freehand from flat examples.	Linear Geometry by means of instruments.	Linear Perspective by means of instruments applied to geometrical figures plane and solid.	Freehand drawing and shading from solid models.	Freehand drawing and shading of natural forms and objects from memory.
<b>Music.</b>	None.	Shapes of notes and rests. Staff. Paces of notes on the treble staff.	Dotted notes and rests. Time, various kinds of, and signatures of. Diatonic Scale.	Intervals. Sharps and Flats. Accidental intervals.	Places of notes on the Bass Staff. Major and minor scales. Common characters used in Music.	Transposition and Modulation. Alto & Tenor Staves Recapitulation of preceding exercise.
<b>History.</b>	None.	None.	The succession of British Sovereigns from the reign of Egbert, with dates, to the present time.	The succession of British Sovereigns from the reign of Egbert, with dates, to the present time.	Outlines of British History to the accession of Henry VII.	Outlines of British History from the accession of Henry VII. to the present time.
<b>Needlework and Domestic Economy.</b>						

The whole course that is taught in the Six Standards.

## SYLLABUS OF SUBJECTS FOR STUDENTS OF FIRST YEAR.

<b>RELIGIOUS INSTRUCTION.</b>	<p>1. <i>Doctrinal.</i> A thorough knowledge of the Catechism, together with the Festivals as they occur in the Ecclesiastical year and as connected with doctrine.—2. <i>Historical.</i> A general knowledge of the facts contained in the Old and New Testament, and the geography of Palestine. A more special knowledge of the life of our Lord. His Miracles and Parables.</p>
<b>ARITHMETIC.</b>	<p>1. Practice and Bills of Parcels.—2. Proportion, Simple, and Compound.—3. Vulgar Fractions.—4. Decimal Fractions.—5. Simple Interest.</p>
<b>SCHOOL MANAGEMENT.</b>	<p>1. The Methods and Principles of teaching all elementary Subjects.—2. Notes of lessons. This paper will receive marks as an exercise in composition.</p>
<b>GRAMMAR.</b>	<p>1. Classification and Inflection of Words, a knowledge of Latin or Greek roots is <i>not</i> required.—2. Analysis of Simple Sentences.—3. Syntactical parsing.—4. A paraphrase. The examples for this exercise can be taken from the fifth book of Cowper's Task or from Goldsmith's Traveller and Deserted Village (together.)</p>
<b>READING.</b>	<p>To repeat from memory, with a distinct utterance, with due attention to the punctuation, and with a just expression, a passage from the <i>work selected for the exercise in grammar</i>, and to read a portion of some prose author. The Candidate may name for the repetition any 200 continuous lines, or any number of separate passages amounting together to 200 lines and the Inspector will select a passage out of the 200 lines named.</p>
<b>HISTORY.</b>	<p>Elementary facts and general outline to the accession of the Tudors.</p>
<b>GEOGRAPHY.</b>	<p>1. Physical and Political geography of Great Britain and Ireland.—2. Europe in general. Map drawing confined to these subjects.</p>
<b>PENMANSHIP.</b>	<p>To write a specimen of the penmanship used in setting copies:—1. A line of large text hand.—2. A passage in small hand. This exercise will be marked with reference to the penmanship in general, as well as to the two exercises here specified. Writing as taught in schools is apt to be too small and indistinct. The letters are either not completely formed as they are formed by alternate fine and broad strokes which makes the words difficult to read. Pupils should be taught to imitate broad printing rather than fine engraving.</p>
<b>DOMESTIC ECONOMY.</b>	<p>1. Clothing.—2. Food.—3. Cooking.—4. Laundry.</p>
<b>SEWING AND CUTTING OUT.</b>	<p>The exercises in needlework will be the same for both years and will include cutting out. See Syllabus of the six Standards.</p>

<b>VOCAL MUSIC.</b>	<p>1. Notation in the treble and bass clefs, time, accent, and the major and minor scales.—2. To write down in correct time, a short and simple passage played in the presence of the candidate. This paper is not given to any candidate who does not produce a certificate, signed by the Principal of the training school that <i>she has such an amount of musical skill, vocal or instrumental, as is sufficient for the purpose of teaching children to sing from notes.</i> Acting teachers who are candidates must produce a similar certificate from some competent person, such as the organist of the Church.</p>
<b>DRAWING.</b>	<p>1. Drawing freehand from flat examples.—2. Linear Geometry by aid of instruments.—3. Linear Perspective.—4. Shaded drawing from objects.</p>

### SYLLABUS OF SUBJECTS FOR 2nd. YEAR STUDENTS.

<b>RELIGIOUS INSTRUCTION.</b>	<p>1. <i>Doctrinal.</i> A more exact and detailed knowledge of the Catechism and with especial reference to the method of teaching and explaining it to the various classes of children, apprentices, &amp;c.—2. A knowledge of devotions as connected with and illustrating doctrine.</p> <p>3. <i>Historical.</i> The Old and New Testament history, more especially with reference to each other. Types, Prophecies &amp;c.—4. The Acts of the Apostles. A general knowledge of Church history, especially controverted doctrine and periods.</p>
<b>ARITHMETIC.</b>	<p>1. Practice.—2. Bills of Parcels.—3. Proportion, Simple and Compound.—4. Vulgar Fractions.—5. Decimal Fractions.—6. Simple Interest.—7. Book keeping.</p>
<b>SCHOOL MANAGEMENT.</b>	<p>1. To teach a class in the presence of the Inspector.—2. To answer questions in writing on the following subjects.          (a.) The different methods of organizing an elementary school. (b.) The form of mode of keeping, and of making returns from school Registers.—3. Questions of moral discipline.—4. This paper will receive marks as an exercise in Composition. Note—Only a percentage of the marks for these exercises will be given in the case of those students who do not present a certificate signed by the mistress of the Practising School or other officer responsible for the practical instruction of the students in the art of teaching, and countersigned by the Superintendent of the College, stating that they are satisfied with the aptitude and proficiency of the Candidates as practical teachers.</p>

<b>GRAMMAR.</b>	<p>1. The classification and Inflexion of Words; a knowledge of Greek and Latin roots in <i>not</i> required.—2. Analysis of Complex Sentences.—3. Syntactical parsing.—4. A paraphrase. The examples for these exercises will be taken from the first book of Paradise Lost and from the first book of Wordsworth's excursion.</p>
<b>READING.</b>	<p>To repeat from memory with distinct utterance, with due attention, to the punctuation and with a just expression a passage from <i>the work selected for the exercise in grammar</i>, and to read a portion of some <i>prose</i> author. The Candidate may name for repetition any 200 continuous lines, or any number of separate passages amounting together to 200 lines, and the Inspector will select a passage out of the 200 lines named.</p>
<b>HISTORY.</b>	<p>Elementary facts and general outline from the accession of the Tudors to the present time.</p>
<b>GEOGRAPHY.</b>	<p>1. The British Empire and its dependencies.—2. The Map of the World: one quarter of the globe in greater detail.—3. Map drawing confined to portions of the World named in sections 1 and 2.—4. Physical Geography within the same limits.</p>
<b>PENMANSHIP.</b>	<p>The same as the first year.</p>
<b>DOMESTIC ECONOMY.</b>	<p>1. Duties of Servants.—2. Household expenses of labouring man with family.—3. Savings' Bank the nature of Interest.—4. Practical rules (personal and domestic) for the preservation of health. One paper will be set for both years. This division is made in order to encourage the systematic and progressive instruction of students in training for two years. <i>Note</i>—Only a percentage of the number of marks for this paper will be given in the case of those students (of both years) who do not present certificates signed by the Superintendent to the effect that she is satisfied with their practical proficiency in some specified portion of the work usually comprehended under the name of industrial training.</p>
<b>VOCAL MUSIC.</b>	<p>The same as in the first year, (but no value for papers marked below Fair.)</p>
<b>DRAWING.</b>	<p>1. Drawing freehand from flat examples.—2. Linear Geometry by aid of instruments.—3. Linear Perspective. 4. Shaded drawings from objects.—5. Drawing of objects from memory.</p>





