

SYLLABUS and TEACHER'S MANUALS

FOR

LIVING MY RELIGION SERIES

Book 2

BY

Rt. Rev. Msgr. WILLIAM R. KELLY, M.A., LL.D.

Vy. Rev. Msgr. EDMUND J. GOEBEL, PH.D.,

SISTER MARY IMELDA, S.L., M.A., and

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Dedicated to the memory
of
Rev. Father Joseph E. Eberhardt (1922 - 1989)
Ordained May 30, 1948
Pray for the repose of his soul.

PRAYERS TO BE SAID BY TEACHERS

An Invocation

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

A Prayer

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

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

Nihil Obstat: John M. A. Fearn, S.T.D.
Censor Librorum
Imprimatur: Francis Cardinal Spellman
Archbisho p of New York
New York, November 1, 1951

The Nihil Obstat and Imprimatur are official declarations that a book is free from doctrinal or moral error. No implication is contained therein that those who have granted the Nihil Obstat and Imprimatur agree with the contents, opinions or statements expressed.

INTRODUCTION

AUTHORSHIP: The Living My Religion Series was prepared under the editorship of:

Right Rev. Msgr. William R. Kelly, M.A., LL.D., formerly Superintendent of Schools of the Archdiocese of New York, and now pastor of the Church of St. Philip Neri, Bronx;
Very Rev. Msgr. Edmund A. Goebel, Ph.D., Superintendent of Schools of the Archdiocese of Milwaukee;
Sister M. Imelda, S.L., M.A., of the Sisters of Loretto at the Foot of the Cross, Nerinx, Ky.;
Rev. Daniel M. Dougherty, of the faculty of Cathedral College, New York City, the Diocesan Preparatory Seminary; in association with
Right Rev. Msgr. Magnus A. Schumacher, M.A., LittD., author of "I Teach Catechism," pastor of the Church of St. Nicholas, Aurora, Ill., Diocese of Rockford.

OUTSTANDING FEATURES:

A new idea in making the Catechism textbook as attractive as any other textbook.
Form. The text is presented in story form which prepares the pupil for the questions of the Catechism.
Basic. The Primer, Books 1 to 5 contain verbatim the text of the Confraternity Revised Baltimore Catechism No. 1. Books 6, 7 and 8 contain verbatim the text of the Confraternity Revised Baltimore Catechism No.2.
Graded. Each of the 9 books is adapted to the mental capacity of the pupil of the particular grade and is divided into Units.
Presentation. The course is so arranged that the pupil studies the same doctrine 3 times.
Motivation. The motivation of the course is to help each child live his religion, by correlating the text to Bible History, Church History and the Liturgy.

Diagnostic Tests following each Unit allow for gauging the pupils' progress.

Illustrations. Original drawings in black and white, specially drawn for each Unit, aid in holding the pupils' interest.

TEACHER'S MANUALS:

The Teacher's Manuals for Grades 1, 2, 3, 4, 5, and grades 6, 7 and 8 provide:

1. A theme for the course
2. The aim for each Grade
3. A Detailed Method for each lesson, including:
 - a. Word Study
 - b. Picture and Statue Study
 - c. Dramatization
 - d. Emphasis on Salient Points
 - e. Drills for Memorizing
 - f. Project Book activities
 - g. Summaries
 - h. Key to tests of textbook
4. A Five-Point Program, consisting of Study; Prayer, Oral and Mental; Devotions; the Mass; the Sacraments of Penance and Holy Eucharist provide a goal for the pupils' striving.

OUTLINE OF DOCTRINE
Taught in Each of the Eight Grades
of Living My Religion Series

The Living My Religion Series covers all the Questions and Answers of the Revised 1941 Confraternity Edition of Baltimore Catechisms Nos. 1 and 2. Its aim is to present each subject at least 3 times during the course. By means of reviews and re-teaching at higher grade-levels with added information and a new presentation, the more important points appear many more times.

T=Taught for 1st time. NP=New Presentation. R=Review.

SUBJECT	G R A D E S							
	1	2	3	4	5	6	7	8
GOD								
Definition	T	R	R	NP	R		NP	R
Perfections	T	R	R	NP	R		NP	R
Trinity	T	R	R	NP	R		NP	R
Creator	T	R	R	NP	R		NP	
Invisible World	T	R	R	NP	R		NP	
Visible World	T	R	R	NP	R		NP	
MAN								
Definition	T	R	NP	NP		NP	NP	
First Parents	T	R	NP	NP		NP	NP	
SIN								
Definition	T	NP	NP	NP		NP	R	
Kinds	T	NP	NP	NP		NP	R	
Original	T	NP	NP	NP		NP	R	
Actual	T	NP	NP	NP	R	NP	R	
Mortal	T	NP	NP	NP	R	NP	R	
Venial	T	NP	NP	NP	R	NP	R	
Examples	T	NP	NP	NP		NP	R	
Angels	T	NP	NP	NP			R	
Adam and Eve	T	NP	NP	NP		NP	R	
CHRIST								
Incarnation	T	NP	NP	NP		NP	NP	NP
Public Life	T	NP	NP	NP	NP	NP	NP	NP
Redemption	T	NP	NP	NP	NP	NP	NP	NP
Resurrection	T		NP	NP				
Ascension			T	NP		NP	NP	NP
Judge		T	NP	NP		NP	NP	NP
HOLY GHOST								
Definition	T	NP	NP	R	R	NP	NP	R

SUBJECT	GRADES							
	1	2	3	4	5	6	7	8
Indwelling	T	NP	NP	R	R	NP	NP	R
Souls	T	NP	NP	R	R	NP	NP	
Church			T	R		NP	NP	
GRACE								
Definition	T	NP	NP	R	R	NP	NP	R
Kinds	T	NP	NP	R	R	NP	NP	R
Sanctifying	T	NP	NP	R	R	NP	NP	R
Actual	T	NP	NP	R	R	NP	NP	R
VIRTUES								
Theological	T	NP		R	R	NP	NP	R
Moral						T	NP	
CHURCH								
Definition			T	NP		NP	NP	R
Founder	T	NP	NP	NP		NP	NP	R
Purpose		T	NP	NP		NP	NP	R
Life						T	NP	
Power						T	NP	
Head	T		NP	NP		NP	NP	
Clergy	T	NP	NP	NP		NP	NP	NP
Laity				T		NP	NP	NP
Marks			T	NP		NP	NP	
Attributes				T		NP	NP	
Commandments			T	NP		NP	NP	
Obligation	T	NP	NP	NP		NP	NP	
COMMUNION OF SAINTS								
Definition				T		NP	NP	R
Mystical Body						T	NP	R
RESURRECTION OF THE BODY								
Judgment	T	NP	NP	NP		NP	NP	
General			T	NP		NP	NP	
Particular		T		NP		NP	NP	
Sanctions				T		NP	NP	
Heaven	T	NP	NP	NP		NP	NP	
Hell	T	NP	NP	NP		NP	NP	
Purgatory	T	NP	NP	NP		NP	NP	

SUBJECT	GRADES							
	1	2	3	4	5	6	7	8
COMMANDMENTS OF GOD								
The Law of Love	T			NP				NP
Love of God	T			NP				NP
Love of Neighbor	T			NP				NP
The Decalogue		T		NP	R			NP
First		T	NP	NP	R			NP
Second		T		NP	R			NP
Third		T		NP	R			NP
Fourth		T	NP	NP	R			NP
Fifth		T		NP	R			NP
Sixth		T	NP	NP	R			NP
Seventh		T	NP	NP	R			NP
Eighth				T	R			NP
Ninth				T	R			NP
Tenth				T	R			NP
SACRAMENTS								
Definition			T	R	NP	NP		NP
Kinds					T	NP		NP
Living					T	NP		NP
Dead					T	NP		NP
The Seven			T	R	NP	NP		NP
Baptism	T	NP	NP	R	NP	NP		NP
Confirmation		T	NP	R	NP	NP		NP
Holy Eucharist	T	NP	NP	R	NP	NP		NP
Sacrament	T	NP	NP	R	NP	NP		NP
Sacrifice.	T	NP	NP	R	NP	NP		NP
Penance	T	NP	NP	R	NP	NP		NP
Extreme Unction			T	R	NP	NP		NP
Holy Orders			T	R	NP	NP		NP
Matrimony			T	R	NP	NP		NP
SACRAMENTALS								
Definition					T	NP		
Examples					T	NP	R	
PRAYER								
Definition	T	NP	R	NP	R	NP	R	
Kinds	T	NP	R	NP	R	NP	R	
Oral	T	NP	R	NP	R	NP	R	
Mental	T	NP	R	NP	R	NP	R	
The Our Father				T	R		R	NP

TEACHER'S MANUAL

for GRADE 2

USEFUL DAILY PROCEDURES FOR TEACHERS

On the Use of Syllabus and Teacher's Manual

For the *Living My Religion* series, it is suggested that the "Method of Presenting The Lessons in the Textbook" on page 70 of this Syllabus be studied at the beginning of the year. Not only does it provide tried and true methods, it simplifies the parent/teacher's work and recalls to mind the methods and salient points of the religion course. To omit this preparation is to walk onto the battlefield of your classroom unarmed.

The "Procedures" on page 71 can be adapted to any size group or one-on-one instruction. Practically speaking, these Procedures are indispensable for the daily lessons.

"LIVING MY RELIGION" SERIES

KELLY · GOEBEL · IMELDA · SCHUMACHER

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An Invocation

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

An indulgence of 300 days.

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

An indulgence of 300 days.

SYLLABUS and TEACHER'S MANUALS

FOR

LIVING MY RELIGION SERIES

Book 2

BY

SISTER MARY IMELDA, S.L., M.A.

BASIC TEXT: FIRST COMMUNION CATECHISM

Prepared from the Revised Edition of the Baltimore Catechism

TEXTBOOKS FOR GRADES 1 AND 2

Primer - Our Heavenly Father

Book 1 Living in God's Love

Book 2 - Living in God's Law

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**ESSENTIALS OF THE LIVING-MY-RELIGION SERIES
SECOND GRADES**

THEME.

I live in the faith of the Son of God who loved me and gave himself up for me.

Gal. 2: 20

AIM.

To help each child to live his religion.

SUBJECT MATTER

The truths of faith which are vital to the spiritual life of a Catholic child at the age of six or seven years.

Truth is soul-food; falsehood is soul-poison.

Food is necessary for life. The truths revealed by God are vital to the life of God's children. It is essential that we who rear His little ones should prepare their truth-food well, season it daintily, and serve it attractively in rather small portions but often. For this reason, the authors of the *Living My Religion* series of textbooks have prepared three attractive books to teach the truths which are contained in ten pages of the *First Communion Catechism*.

The well-nourished child is active, mentally and physically. We can test the effectiveness of our teaching best, not by the number of glib, poll-parrot answers we receive, but by the way in which each child strives to live his religion. If he is assimilating his truth-food he will be active, spiritually. He will think, speak, and act as a Catholic child should. He will "live in the faith of the Son of God."

Revealed truth is soul-food; heresy is soul-poison. We must be vigilant. We must keep close to God's mouthpiece, the Holy Catholic Church; therefore, the basic text for this course in religion is the *Revised Baltimore Catechism* which is the gift of the American Hierarchy to the Catholic children of America.

In the Primer, nine questions and answers from the *Revised Baltimore First Communion Catechism* are taught. (See pages 86-88 in *Our Heavenly Father*.) In Book 1, fourteen more are taught. (See pages 149-153 in *Living in God's Love*.) In Book 2, the questions and answers from the Primer and Book 1 are re-taught at a second grade level, and those which had been omitted are introduced. Thus Book 2 covers the entire *First Communion Catechism*. (See pages 190-203 in *Living in God's Law*.)

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

SECOND GRADE

TEXTBOOK - BOOK 2, LIVING IN GOD'S LAW

AIM.

To help each child to realize that God's laws are good: good in their origin which is the will of God who is all-good; good in themselves; good for us here and hereafter; good in their end which for us spells eternal bliss in the possession of Goodness itself for all eternity.

To convince each child that all God's laws are right and just.

To help each child to see clearly that God's laws must be obeyed. God is the Supreme Lawgiver. He is the Creator and the Lord of all. We are His creatures, drawn from nothingness for His glory, created to show forth His goodness. We must obey His laws. If we obey God's laws, He will reward us. If we break God's laws, He will punish us.

To motivate the obedience to God's laws through love because obedience is easy to those who love God.

To help each child to form a strong resolution to live his religion, i.e., to live according to the holy will of God, especially by avoiding deliberate venial sin, which for a young child is really his greatest danger, and by practicing the virtues proper to a Catholic child of seven years.

IMPORTANCE OF THIS AIM

The forces of evil throughout the world are spear-headed against authority, against obedience to any authority which has its origin in God whether it be that of the home, the state, or the Church. It is, therefore, vitally important to train our children in obedience to God's law.

We must lead the child to see clearly the vital necessity of obedience to all who represent God in his regard whether it be his parents, civil officials, the parish priest, the bishop, or the Vicar of Christ.

Real love of God reveals itself in an earnest desire to do His holy will. There may be a sentimentality, miscalled love, which cares little about obedience to God's commands and thinks only of the gratification of self, but there is no real love unless there is an earnest desire to obey God's laws. St. James puts this case tersely: "But be ye doers of the word and not hearers only, deceiving your own selves." James 1: 22.

Our Lord puts the importance of this aim in words filled with the pleading of His Sacred Heart: "If you love Me, keep My commandments ... He that hath My commandments, and keepeth them, he it is that loveth Me. And he that loveth Me, shall be loved of My Father: and I will love him and will manifest Myself to him ... If anyone love Me, he will keep My word, and My Father will love him, and We will come to him, and will make Our abode with him ... Peace I leave with you, My peace I give unto you: not as the world giveth, do I give unto you. Let not your heart be troubled, nor let it be afraid."

DEVELOPMENT OF THIS IDEAL SO FAR

In the Primer, *Our Heavenly Father*, the child was led to a loving trust in God who is all-good. He was shown the wisdom of obedience to God's law and the folly of disobedience, especially in the stories of the angels and of our first parents.

In Book 1, *Living in God's Love*, the child was led to love Jesus and Mary, and to desire to receive our Lord in the Sacrament of His love. He was taught this code:

Love of God
Say prayers well.
Go to Mass on Sunday.
Love of Neighbor
Obey parents.
Be kind and helpful
at home,
at school,
at play.

In Book 2, *Living in God's Law*, we must build on this foundation. We must increase the children's knowledge of God by presenting Him as the Lawgiver - all-wise, all-good, all-knowing, all-powerful. We must expand their little code until each child knows those portions of the Ten Commandments which apply to the life of a seven-year-old Catholic. We must help each child to see clearly the vital necessity of obedience to God's laws. We must show him how to get the grace to keep those laws by a fruitful use of prayer and the sacraments, especially Penance and Holy Eucharist. We must motivate all this effort by increasing the children's knowledge of the life of our Lord so that they may love Him ever more and more ardently, and by showing them how eager the Blessed Mother is to aid them with her powerful prayers.

METHOD OF PRESENTING THE LESSONS IN THE TEXTBOOK

Book 2, *Living in God's Law*, can be read as soon as a child has completed any good first reader.

The word-list is on pages 185-189. All the starred words are in the vocabulary of some good modern pre-primer, primer, first reader, or second reader. Compare the list with that of your basic texts up to and including Second Grade to find the words which are not known to your group. These new words should be taught prior to presenting the lesson containing them. Care must be taken that these new words are understood.

Living in God's Law is a textbook in religion—not a reader; hence the main objective is the teaching of Christian doctrine and Bible history - not reading skills. Let the better readers carry the weight of reading the text. Let the slower pupils tell what has been read or let them re-read the passage. Where choral reading is used, especially with bi-lingual children, great care must be taken in order that the teacher may be certain her pupils really understand.

Since the aim of this book is to teach the children to know the laws of God and to obey them, a great portion of the text is devoted to the study of those points in the Ten Commandments which are applicable to the conduct of a seven-year-old Catholic.

As to the sacraments of Penance and Holy Eucharist, the two lower books carry a minimum essentials course for First Holy Communion and the upper book carries an expanded course. The pastor is the one to decide whether the children shall receive the sacraments in First Grade or in Second; he knows the laws of the Church, the regulations made by his bishop, and the needs of his flock. The *Living My Religion* series is flexible; the three lower books will fit into either plan. If the children receive the sacraments in First Grade, it will be wise to continue their instruction in Second Grade, and in fact in every subsequent one until the end of college.

As to the Catechism, the three books carry the new *Revised Baltimore Catechism for First Holy Communion*. *Our Heavenly Father* and *Living in God's Love* teach the easy questions and answers. *Living in God's Law* reviews these easy ones and teaches all the rest.

As to the Acts of Faith, Hope, Love, and Contrition, the two lower books give the simple ones composed by Right Rev. Msgr. M. A. Schumacher and Very Rev. Msgr. William R. Kelly. *Living in God's Laws* carries the acts in the *Revised Baltimore Catechism for First Holy Communion*.

PROCEDURES

1. Let the children discuss the illustration. Through this discussion, lead them to the subject matter in the text.

2. Read the text, a little at a time. (*Better pupils*)

3. Quiz to ascertain whether or not the matter read is understood; if not, explain. (*Slower pupils*)

4. Ask questions which require the re-reading of sentences in order to give an answer. (*Average pupils*)

5. Lead the children to draw practical conclusions with regard to their own conduct from the lessons studied, especially the Ten Commandments. Let them discuss each law of God following some such formula as this:

What did God tell us to do? What did God forbid us to do? How can we help each other to keep the law?

Remind the children to pray for grace to do right. Encourage the "little secret" or promise made to our Lord to correct a fault or to practice a virtue. Remind the children that the best way to correct a fault is to practice the opposite virtue. The "little secret" is really a child's way of making the Particular Examen. Untold good will come if our children carry this practice into their adult life.

6. As to the Bible Story, turn each one into a little meditation by asking questions such as these: Who were there? What did they say? What did they do? Why? Was our Lord hiding a lesson in this for us? What do you think He wished to teach us? How can we help each other to please Jesus?

7. Let the children tell the Bible stories in class, in the first-grade classroom, at home, to a child who cannot go to a Catholic school. This will lead them to do apostolic work which is conformable to their age and condition.

8. Dramatize those stories which lend themselves to this form of activity, but be certain that the words and actions are reverent.

9. Commit the statements from the Catechism to memory. Note that the statements are boxed and are at the foot of the lesson in which they were explained.

10. Review frequently all the statements from the Catechism. Remember to review those in the back of the Primer and of Book 1 as well.

11. If necessary, let the slow pupil study the lesson again at some other period in the day, e.g., that assigned to supplementary reading.

SYLLABUS FOR GRADE 2

September

Doctrine: God

Q. & A. 1, 2, 3, 4, 8, 9, 10, 11, 12, 13

Bible History: The Creation; the History of Joseph

Prayers: Review: The Sign of the Cross; the Our Father

Practice: Think frequently of the presence of God

October

Doctrine: God's Laws

Bible History: Moses receives the Commandments

Prayers: Review: Prayer to the Guardian Angel

Practice: Be faithful to Morning and Night Prayers

November

Doctrine: First Three Commandments; First Law of Church

Q. & A. 88, 97, 101

Bible History: The Golden Calf

Prayers: Review: The Hail Mary

Teach: Grace after meals; "Jesus, Mary and Joseph, bless us now and at the hour of our death. Amen."

Practice: Avoid superstitions

December

Doctrine: Fourth to Tenth Commandments; God's Assistance; The Holy Ghost

Q. & A. 39, 105, 106, 109, 115

Bible History: Young Tobias; the sin of Cain

Prayers: Teach: Most Sacred Heart of Jesus, have mercy on us

Practice: Obey your parents promptly; avoid fighting and quarreling

January

Doctrine: God's Assistance (*cont'd*): Baptism

Q. & A. 41

Bible History: The Baptism of Christ

Prayers: Review: The Apostles' Creed

Practice: Pray to Our Lady often for grace

February

Doctrine: God's Assistance (*cont'd*): The Church, Baptism, Confirmation, Penance

Q. & A. 21, 37, 38, 40, 43, 44

Bible History: Cure of Man Born Blind; Penance

Prayers: Review: The Morning Offering

Teach: Mother of mercy pray for us

Practice: On your birthday thank God for your Baptism

March

Doctrine: God's Assistance (*cont'd*): Confession

Q. & A. 45, 46, 47

Bible History: The Prodigal Son

Prayers: Teach: The Confiteor

Practice: Go to Confession at regular times

April

Doctrine: God's Assistance (*cont'd*): The Holy Eucharist, Mass, Holy Communion

Q. & A. 48, 49, 50, 51, 52, 53, 54

Bible History: The Last Supper

Prayers: Review: My Lord and my God

Practice: Make frequent spiritual Communions

May

Doctrine: God's Sanctions: Christ As Judge; Sin

Q. & A. 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36

Bible History: The Fall of Adam and Eve

Prayers: Review: Acts of Faith, Hope and Charity

Teach: My Jesus, Mercy

Practice: Never be a partner to another's sin

UNIT I—GOD, pages 3-34

Definition
Eternal
Law-giver
Trinity
Creator

PRESENTATION

Our Lord was once a little child. We imagine that He went to school just as we do, but His school was not like ours. All the little children sat on the floor and rocked back and forth while they said their lesson aloud. The teacher would say a verse from the Bible, and the children would repeat it. They learned the Ten Commandments or ten great laws of God in that way. If we could have peeped into the room we would have seen our Lord in His place among the boys, rocking back and forth while He said the words. By-and-by, the teacher would call on Jesus to recite His lesson. He would stand up and repeat it. We might have heard Him saying the ten great laws that we are going to learn this year. In the picture (page 3) our Lord is pointing to a IV. Why?

N.B. Most of this unit is review, but notice that the creation story emphasizes God the Creator and the Lawgiver.

SALIENT POINTS

Pages 4-5

God made the light.
God made laws for the light.
The light obeys God's laws.

Pages 6-7

God made the sun.
God made the moon.
God made the stars.
He gave them laws.
They keep God's laws.

Pages 8-9

God made the plants.
God made the birds.
God made the fishes.
God made the animals.
He gave them laws.
They obey God's laws.

Pages 10-11

God made Adam and Eve.
God made all the people.
God made me.
God gave us laws.
God's laws help us to win heaven.
Good people obey God's laws.

Pages 12-13

Keep this very clear in your own mind:

- (1) God made us for His glory. That is the sublime end for which we were created. He made us for Himself.
- (2) The motive, the impelling force (so to speak), behind creation was God's goodness. It forced Him (so to speak) to create us that He might share His goodness with us. God made us to show forth His goodness.
- (3) The more we think of God's goodness, the more our love for Him leaps up. The more we love God, the easier it is to trust Him, to abandon ourselves to His holy will, to obey Him.

Keep these points clear in the minds of the children:

God is all-good.
He is goodness itself.
He made us to show His goodness.
He wanted to share His good things with us.
He made us for heaven.

Pages 14-15

To be happy with God in heaven

I must know God.
I must love God.
I must serve God.

I must learn all I can about God because:

The more I know about God, the more I will love Him,
The more I love God, the better I will serve Him.

Pages 16-17

The statement "God always was and always will be" is difficult for a child to grasp because existence is too abstract a concept for him, let alone eternal existence. Sometimes a child will frown and say: "God always was what? God always will be what?" It helps somewhat if we set the word "living" in the place of that "what?" Life and existence do not mean the same; a stone has no life but it has

existence. However, the concept "life" is nearer to the concept "existence" than any other that could be used in speaking to a child.

God had no beginning.

He always was living.

He always will be living.

Pages 18-19

The symbolic representation of God based on Daniel's vision of the Ancient of Days is explained here as an aid to thinking about God. Recall the explanation given in the Primer: such a picture is a pretty way of writing the word *God*.

Pages 20-34

We have here a review of subject matter treated in the Primer and Book 1. The text recalls the Creation, the Fall, the Redeemer. It adds one new Bible story—"John the Baptist Preaching beside the Jordan." It stresses the fact that the Creator is God—the Blessed Trinity. It gives the manifestation of the Blessed Trinity at the baptism of Christ by John. It shows God as the Lawgiver and all creation (except man) obedient to God's commands.

SALIENT POINTS

These are in the textbook. See the review on pages 29-32

UNIT II—GOD'S LAWS, pages 35-76

SUB-UNIT I—THE FIRST LAW, pages 48-59

What it is

What we must do:

Believe in God

What faith is

What we believe

An Act of Faith

Hope in God

What hope is

Why we hope

An Act of Hope

Love God

What love is

Why we love

An Act of Love

Love our neighbor

Pray to God

Pages 36-47

The story of Moses introduces the unit. The first part of the narrative lends itself exceptionally well to dramatization. The second part may be told by the pupils. The entire story would be a good subject for a "movie" in which one pupil exposes the illustrations which the class has made at art period and another pupil or other pupils tell the story.

Pages 44-47

SALIENT POINTS

God gave ten laws to Moses.

The laws were written on stones.

The laws are called the Ten Commandments of God.

God said to Moses:

Tell the people to obey these laws.

If they do, they will be happy.

If they do, they will go to heaven.

If they do not, they will be punished.

The Ten Commandments were placed on pages 46-47 for reference only. However, some pastors require that the small children memorize the Decalogue. There are reasons in favor of this practice, e.g., a parish may contain transient families whose children would never know the Ten Commandments except for the fact that they had memorized them prior to their First Holy Communion. But, unless there is a strong reason to the contrary, it is better to study the commandments one by one and then commit the ten to memory: this will be easy since each is well-known. The effect on the character of the child is greater because the commands and the prohibitions are better understood. The value of the commandments as a basis for the examination of conscience is increased because the children are trained to consider those commandments which have a direct bearing on their own lives. Fourth Grade is a good time to memorize the Ten Commandments; the work done in the first three grades has laid a solid foundation of facts and of meanings.

Pages 48-49

The illustrations show Moses praying to the true God and a prince praying to one of the many false gods of Egypt. Moses stands with hands crossed on his breast and eyes raised to heaven—a customary position for worship in those days. No doubt, that sturdy little Hebrew boy often stood just like this to make his morning prayer. Interest in the other picture will be increased if the myth of Osiris is told to the children. It runs somewhat as follows:

Osiris and Set were brothers and gods. Set became jealous. He killed Osiris cut his body in small pieces, and scattered the fragments up and down the banks of the Nile. Anubis, the son of Osiris, had the head of a jackal and the body of a man. He went sniff-sniff-sniffing up and down the Nile until he found all the pieces of his father's body. There he brought the fragments to Isis, the wife of Osiris. She put the little pieces together and wrapped them in mummy bands, to keep fingers, toes, arms, legs, etc., from falling apart again. When Isis had completed her task, Osiris suddenly began to live once more. However, he was never quite himself, at least he always had to live wrapped up tightly in mummy bands for fear he would fall in pieces again. Still, the Egyptians thought Osiris a very powerful god and prayed much to him.

Pictures of idols worshiped at the present time in pagan lands may also be used to illustrate the commandment: "Thou shalt not have strange gods before Me." The worship of false gods was common when God gave the Ten Commandments to Moses.

SALIENT POINTS

"Thou" means "you." "Shalt" means "shall."

"Thou shalt not" means "You shall not" or "You must not."

God said: "Thou shalt not have strange gods."

The first law of God tells us to believe in God, to hope in God, and to love God.

The first law tells us to love God with our whole heart and with our whole soul and with our whole mind.

The first law tells us to love our neighbor as we love ourselves.

The first law tells us to pray to God.

Pages 50-53

The story is a good one for dramatization.

Discuss the story and lead into the doctrinal lesson which ends with the Act of Faith.

SALIENT POINTS

Jesus Christ is God. When He speaks, the wind and the water obey Him. When He speaks, we believe all He tells us.

God knows all things. When God tells us a thing is true, we know that it is true. We believe in God. We have faith in God.

Our Lord gave us the Catholic Church as our teacher.

The Catholic Church always tells us the truth.

It teaches just what our Lord taught.

We believe all the Holy Catholic Church teaches.

Pages 54-55

The Act of Hope is difficult, but Msgr. Kelly's little verse on page 54 carries the same thought content but in simpler wording. Unless there is some good reason to the contrary, the children may commit to memory the verse and use it as their Act of Hope.

SALIENT POINTS

The first law tells us to hope in God.

We do hope in Him.

We trust Him because we know He can keep His promises.

We trust Him because we know He will keep His promises.

Pages 56-59

Lead the children in a discussion bringing out all the items they know in the life of Christ from the crib to the cross which show His love for us. Try to draw from each child a deep Act of Love. One can see that a child loves God by a look in the eye rather than by a word of the mouth. Real love shows in deeds. Help them to resolve to show their love of Jesus by striving to obey this first law.

SALIENT POINTS

The first law tells us to love God.

We love God because He loved us first.

We love God because He is all-good.

We show our love for God

by saying the Act of Faith,

by going to visit Him,

by keeping His commandments,

by being kind and helpful

at home,

at school,

at play.

All God's laws may be put into two:

1. Love God.

2. Love your neighbor.

SUB-UNIT 2—THE SECOND LAW, pages 60-61

What it is

What we must do

Lead the children in a discussion of this commandment. How should we act at prayers, in church? How do we show reverence for God and all holy things? If a non-Catholic child saw us at Mass would