

24 - 2 - A - 103

CATECHESIS TODAY AND CATECHISM ACCORDING TO CHAPTER IX OF THE CONDUCT

Brother Manuel F. Magaz

- De La Salle became thoroughly conversant with the method of St. Sulpice and used it when he was a student there. In later years, he borrowed this method and adapted it for use in his own schools: teaching methods suitable for parish catechism are different from those needed in a classroom.
- It would be somewhat anachronistic and ill-judged to try to apply to the teaching of religion today the methods explained by De La Salle in Chapter IX of the **Conduct**. If we read between the lines, however, we see that there are certain underlying concepts which are still valid today for the teaching of religion.

Article I, pp. 96-98: TIME & SUBJECTS

TIME devoted to explanation

- Monday to Saturday inclusive: **Half an hour**
- Sunday & feastdays: **Hour and a half**

PROGRAMME: for the week
as a team (Director)

SPECIAL CATECHISMS: Principal mysteries
Revision
Liturgical

PRINCIPLES

IMPORTANCE
OF TIME

PROGRAMME
PLANNING

LAW OF FORGETFULNESS
REVISION

REVISION
OVERALL VIEW

LITURGY
FEASTS

Article II, pp. 99-100: QUESTIONING

- Not like someone preaching
- Ask questions constantly so they UNDERSTAND
- Put the same question to SEVERAL pupils
- Don't always follow the same order, so as to help those **not paying attention** and those **who know least**
- In catechism lesson on the principal mysteries do NOT follow the order of the benches.
- Questioning should be short and simple so that they UNDERSTAND
- Answers must be COMPLETE
- When one pupil doesn't know, another repeats the answer.

ACTIVE METHOD

So that they UNDERSTAND

So that they REMEMBER

No answering parrot-fashion

Those who are BACKWARD

Article III, pp. 101-103: THE TEACHER DURING THE LESSON

- EVERYONE must PAY GREAT ATTENTION
 - They must REMEMBER what has been explained
- MEANS: keep an eye on all the pupils
ask lots of questions, speak little
follow the programme
say what you want to say, don't be vague
DO NOT REPRIMAND or PUNISH during catechism
tell an interesting story when the lesson is longer
teach solid doctrine
Supplementary QUESTIONS... within the grasp of the average pupil
STIMULATE... REWARD... the BACKWARD
always suggest some PRACTICE the pupils can do

LIVELY

ATTRACTIVE

SUITED

RELATED to life of pupils

