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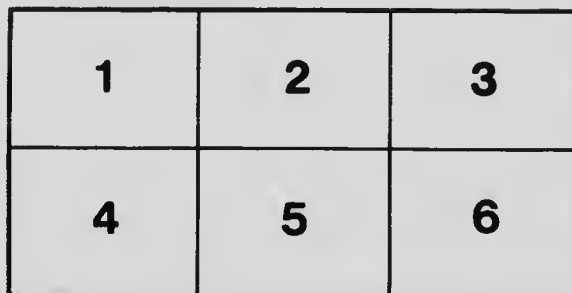
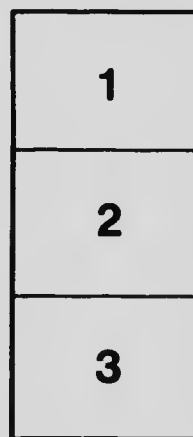
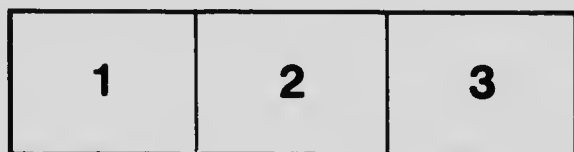
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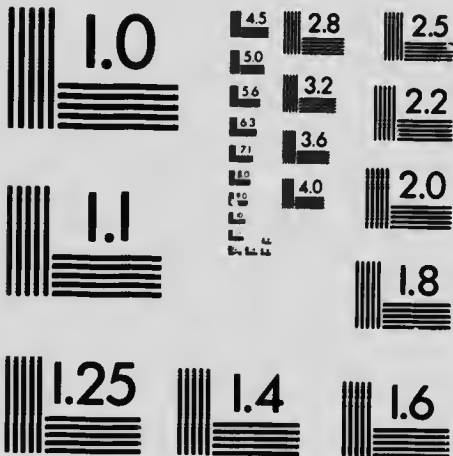
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SUGGESTIONS FOR  
LEADERS OF STUDY CLASSES



The Methodist Church and Missions  
in Canada and Newfoundland

BY  
Rev. A. Sutherland, D.D.



The Missionary Society of the Methodist Church  
The Forward Movement Department  
F. C. Stephenson, Secretary  
33 Richmond Street West, Toronto

Price, 10 Cents.

BY 2251  
8892

### STUDY CLASS OUTFIT

Mission Study Class Manual. (Free to those organizing a class) .....	\$0.05
The Study Class Leader, by Sailer .....	.25
Text Books, Forward Movement, paper, 35c.; cloth, 50c.; postage, 8c.	
Text Books, Missionary Education Movement, paper, 40c.; cloth, 60c.; postpaid.	
A Reference Library .....	5.00
(See Lists of Text Books and Reference Libraries in Catalogue of Missionary publications).	
Maps, charts, etc.	
Suggested Helps for Leaders on each text book	.10

# The Study Class

The Mission Study Class is the intensive method of cultivating the home Church for extensive Missionary service.

The organization of a Mission Study Class is simple. A few friends meet once weekly for eight or ten consecutive weeks to study under a leader with the aid of a text book one of the great mission fields, a phase of missionary work, the social problems of the city, the problems of the rural church, the history of the development of missions in our own country or one of the many other subjects included in Mission Study.

## **The Purpose of Mission Study**

The purpose of the Mission Study Class is not only to acquire knowledge but to deepen the spiritual life and lead each member to feel the world's need of Christ and his own responsibility so that he will take definite action for the advancement of Christ's Kingdom.

## **How Leaders are Trained**

Many Leaders of Mission Study Classes have received their training at one of our Summer Schools or Missionary Institutes, others have been assisted through correspondence from the Forward Movement office, while some secure text books and helps and with these, otherwise unaided, conduct successful classes.

## **Courses of Study**

Mission Study courses are arranged for Primary, Junior, Intermediate, Senior and Adult grades. Text books, reference libraries, maps, etc., suitable to each grade are available.



## HOW TO ORGANIZE A MISSION STUDY CLASS

The greater number of study classes are organized as the result of the efforts of an enthusiastic, interested worker. This worker plans for a study class "organization meeting," and sends invitations to all who have given their names as possible members. The pastor, or someone who is deeply interested in mission study, is secured as chairman.

The meeting should be opened with prayer emphasizing the fact that the class meets to study God's work and further His Kingdom, and therefore needs His blessing and guidance. The chairman states clearly the purpose of the course and makes it plain that the class is not a gathering for a social good time, but an organization to study the greatest work in the world.

### The Officers

The following officers should be elected: Leader (unless already appointed by the Study Class Committee, the League or the Sunday School), Secretary, Librarian, Artist.

**The Leader** shall preside at all meetings of the class, assign the studies, and try to realize its objective—the training of leaders and the deepening of the missionary life of each member.

**The Secretary** shall look up absent members, keep the minutes of each class session and assist the leader as he may request.

**The Librarian** shall have charge of the missionary reference library, visit public and private libraries and bring to the class such reference books as may be required. If the public library has few books on the country being studied, and if the Class, League or Sunday School is unable to buy the reference library issued to accompany the text book, the librarian should try to induce the town or village Public Library Committee to buy it.

**The Class Artist** shall prepare charts and, with the help of other members of the class and available directions, supply the class with a map of the country that is being studied.

### **The Text Book**

The text book should be chosen before the organization meeting; it is then possible to have a supply of the books for sale at the meeting. Each member should own a copy. The text book is explained, the maps and pictures shown, attention called to the questions, notes, etc.

### **Class Sessions**

The class should meet weekly. The members should attend regularly, as the course is only for eight or ten weeks and one session missed is a great loss. The place of meeting—in a church parlor or at the homes of the members—should be decided upon.

It may not be possible for the leader at this organization meeting to make the assignments for the next class session, but if not he can send them through the mail.

An informal social half-hour should be spent after the organization meeting, in which the members may become acquainted.

Class sessions vary from an hour to an hour and a half. Every session should begin and close on time.

For full information regarding the organization and conduct of a mission study class, address,

F. C. STEPHENSON,  
Methodist Mission Rooms,  
33 Richmond St. West,  
Toronto, Ont.

# Study Helps

FOR

## The Methodist Church and Missions in Canada and Newfoundland

### EQUIPMENT AND REFERENCE MATERIAL.

- Map of Canada, with map of world on reverse side (66 x 46), \$1.25.
- Minutes of Conference (borrow from your pastor).
- Missionary Reports (W.M.S. and General). From pastor or missionary contributors in your church.
- Stranger Within Our Gates, by Woodsworth, paper, 35c.; cloth, 50c.; postage, 8c. extra.
- My Neighbor, by Woodsworth, paper, 35c.; cloth, 50c.; postage, 8c. extra.
- Missions in New Ontario, 5c.
- Missions in Nova Scotia, 5c.
- Our Indians and Their Training for Citizenship, by Thompson Ferrier, 15c.
- Up and Down the North Pacific Coast by Cance and Mission Ship, by Thomas Crosby, D.D., paper, 35c.; cloth, 50c.; postage, 13c. extra.
- Among the Ankomemms, by Crosby, paper, 35c.; cloth, 50c.; postage, 11c. extra.
- Cyclopedia of Methodism in Canada (probably in your pastor's library).
- Five Thousand Facts About Canada, 25c.
- The Discipline of the Methodist Church (your pastor has a copy).
- A Canadian History.
- Preparing the Way, a Report of the French Methodist Institute, Montreal, 15c.
- Problems of French Evangelization, 10c.
- The Story of China in Canada, 10c.

## **The Methodist Church and Missions.**

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- Our Share in China, by G. J. Bond, LL.D., paper, 35c.; cloth, 50c.; postage, 3c. extra.
- Heal the Sick, by O. L. Kilborn, M.A., M.D., paper, 35c.; cloth, 50c.; postage, 8c. extra.
- Reports of All Peoples' Missions, Winnipeg and Montreal, and Fred Victor Mission, Toronto, Free.
- The Life of Henry Steinhauer, 10c.
- The Hero of the Saskatchewan, life of George McDougall, 10c.
- David Sallosalton, 10c.
- The Apostle of the North, by E. Ryerson Young, cloth, 50c., postage 8c. extra.

### **PREPARATORY LESSON.**

Prayer by Leader.

Short Address by Leader—The purpose and aim of mission study: (a) to inform; (b) to inspire; (c) to lead to personal service.

Organization of Class—

(a) Appointment of class officers, secretary, librarian and artist.

(b) Deciding where and when to meet.

(c) Enrolment of members.

A short sketch of the life of Dr. Sutherland.

A review of the text book and the author's purpose in writing it.

Short address by member of the class—Why we should study our work in Canada.

### **ASSIGNMENTS ON LESSON I.**

1. General Assignment—All read the text book.
2. Map talk on Canada, giving area, population, immigration, etc.

Reference: Five Thousand Facts.

3. Give a brief historical sketch of Canada.

Reference: A Canadian History.

4. What is a church? Why can the Methodist Church lay claim to this title?

## Suggestions for Leaders of Study Classes.

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5. Describe the constitution of the General and the Annual Conferences.
  6. Name and locate on the map the Annual Conferences.
  7. How is the Missionary work of the Methodist Church controlled and directed?
  8. Discuss other connexional interests.
- Closing prayer by members of class.

### LESSON I.

#### Chapter I.

**SUBJECT.**—The Methodist Church in Canada.

**AIM.**—*To understand the organization, constitution and resources of the Methodist Church.*

Scripture Reading—Acts 11: 22-26.

Prayer by Leader.

Calling of roll and reading of minutes.

Review—Why should we study our work in Canada?

Assignment 2. Map talk on Canada giving area, population, immigration, etc.

Assignment 3. Give a brief historical sketch of Canada.

Assignment 4. What is a Church? Why can the Methodist Church lay claim to this title?

Assignment 5. Describe the constitution of the General and the Annual Conferences.

Assignment 6. Name and locate on the map the Annual Conferences.

Assignment 7. How is the Missionary work of the Methodist Church controlled and directed?

Assignment 8. Discuss other connexional interests.

Questions by Class.

Summing up by Leader—The field of the church's work; the membership; the connexional interests; our claim to the title of church.

**The Methodist Church and Missions.**

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**ASSIGNMENTS ON LESSON II.**

**Chapter II.**

General Assignment—Contrast the country in 1800 with to-day as to settlement, educational and church facilities and home comforts.

2. Who were the first Methodist preachers in Canada? Name three or four and tell of their work.

3. Give a short sketch of the life of Barbara Heck.

4. Who was the first missionary to Canada, when was he appointed and where was his field?

5. Give a short account of the work of Nathan Bangs.

6. Why was there such opposition to Methodist preaching in the early days? What was the result?

7. What do we owe to these early Methodist preachers?

Closing prayer by members of the class.

**LESSON II.**

**Chapter II.**

**SUBJECT.**—Pioneer Days in Upper and Lower Canada.

*AIM.*—To understand how Methodism came to Ontario and Quebec.

Scripture Reading.

Prayer by Leader.

Calling of Roll and reading of minutes.

Review—Why should Methodism be a missionary church?

General assignment—Contrast the country in 1800 with to-day as to settlement, educational and church facilities and home comforts.

Assignment 2. Who were the first Methodist preachers in Canada? Name three or four and tell of their work.

Assignment 3. Give a short sketch of the life of Barbara Heck.

### Suggestions for Leaders of Study Classes.

Assignment 4. Who was the first missionary to Canada, when was he appointed and where was his field?

Assignment 5. Give a short account of the work of Nathan Bangs.

Assignment 6. Why was there such opposition to Methodist preaching in the early days? What was the result?

Assignment 7. What do we owe to these early Methodist preachers?

Questions by Class.

Summing up by Leader—Emphasizing important dates and effect of Constitutional Act and acts of Parliament as they affected the Methodist Church.

### ASSIGNMENTS ON LESSON III.

Chapters III., IV., V.

General Assignment—Compare the camp meeting with the modern Summer School.

2. Tell of the work of Lawrence Coughlan in Newfoundland.

3. Describe early conditions in Nova Scotia. What were some of the difficulties met by the first Methodist preachers?

4. Give an account of the life and work of William Black.

5. What is the position of Methodism to-day in Newfoundland and the Maritime Provinces?

Reference: Conference Minutes.

Closing prayer by members of the class.

**LESSON III.**

**Chapters III., IV., V.**

**SUBJECT.**—Pioneer Days in Newfoundland and the Maritime Provinces.

*AIM.*—To understand the difficulties of the pioneer preachers in Newfoundland and the Maritime Provinces.

Scripture Reading.

Prayer by Leader.

Calling of Roll and reading of minutes.

Review—What do we owe to the early Methodist preachers?

General Assignment—Compare the camp meeting with the modern Summer School.

Assignment 2. Tell of the work of Lawrence Coughlan in Newfoundland.

Assignment 3. Describe early conditions in Nova Scotia. What were some of the difficulties met by the first Methodist preachers?

Assignment 4. Give an account of the life and work of William Black.

Assignment 5. What is the position of Methodism to-day in Newfoundland and the Maritime Provinces?

Questions by Class.

Summing up by Leader—Difficulties, outstanding characters, results.

**ASSIGNMENTS ON LESSON IV.**

**Chapter VI.**

General Assignment—What was the membership and standing of Methodism in Canada in 1808?

2. How did the War of 1812 interfere with the work of the church in Canada?

3. What were the causes leading to difficulties with the English Wesleyan Church? What attempt was made to adjust these differences?



### Suggestions for Leaders of Study Classes.

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4. Trace the steps leading up to the first union with the British Wesleyan body.
5. What were the causes leading to the dissolution of the union?
6. How was the second union accomplished?  
Closing Prayer by class.

## LESSON IV.

### Chapter VI.

#### SUBJECT.—Union Movements.

*AIM.—To show the early steps leading to a united Methodism.*

Scripture reading.

Prayer by Leader.

Calling of Roll and reading of minutes.

Review—What were the greatest difficulties faced by the pioneer preachers? What are the greatest difficulties today?

General Assignment—What was the membership and standing of Methodism in Canada in 1808?

Assignment 2. How did the War of 1812 interfere with the work of the church in Canada?

Assignment 3. What were the causes leading to difficulties with the English Wesleyan Church? What attempt was made to adjust these differences?

Assignment 4. Trace the steps leading up to the first union with the British Wesleyan body.

Assignment 5. What were the causes leading to the dissolution of the union?

Assignment 6. How was the second union accomplished?

Question by Class.

Summing up by Leader—Two Methodist bodies in Canada; differences of training and outlook; misunderstanding in England; summary of steps leading to union.

## The Methodist Church and Missions.

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### ASSIGNMENTS ON LESSON V.

#### Chapter VII.

General Assignment—What are the provisions of the Constitutional Act of 1791? Which of these was the cause of strife and why?

2. What were the civil conditions in Upper Canada in 1820?

3. Tell the story of the Rebellion of 1837.

Reference: Canadian History.

4. Give a brief sketch of Bishop Strachan. Was he justified in taking the position he held?

5. Tell the life story of Egerton Ryerson.

6. What would the creation of an established church have meant to Canada?

7. How would you sum up the results of the civil and religious strife of 1820-1839?

8. For what principles do we as a church stand?

Closing prayer by members of the class.

### LESSON V.

#### Chapter VII.

**SUBJECT.**—How Methodism Contended for Civil and Religious Liberty.

*AIM.*—To show the place of Methodism in the struggle for civil and religious liberty.

Scripture Reading.

Prayer by Leader.

Calling of roll and reading of minutes.

Review—What is the position of Methodism to-day in Canada? To whom is this due?

General Assignment—What are the provisions of the Constitutional Act of 1791? Which of these was the cause of strife and why?

Assignment 2. What were the civil conditions in Upper Canada in 1820?

Assignment 3. Tell the story of the Rebellion of 1837.

Assignment 4. Give a brief sketch of Bishop Strachan? Was he justified in taking the position he held?

Assignment 5. Tell the life story of Egerton Ryerson.

Assignment 6. What would the creation of an established church have meant to Canada?

## Suggestions for Leaders of Study Classes.

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Assignment 7. How would you sum up the results of the civil and religious strife of 1820-1839?

Assignment 8. For what principles do we as a church stand?

Questions by Class.

Summing up by Leader—Especially emphasizing the work of Egerton Ryerson and the Methodist Church in the struggle for civil and religious freedom.

### ASSIGNMENTS ON LESSON VI.

#### Chapter VIII.

General Assignment—What are the obstacles in the way of church union to-day?

1. How many Methodist bodies were there in Canada in 1866?

2. Give dates of the union between these bodies.

3. Debate—Resolved, that an immediate union among all Protestant bodies in Canada would be in the interests of the Kingdom of God at home and abroad.

Closing prayer by members of class.

### LESSON VI.

#### Chapter VIII.

#### SUBJECT.—A United Methodism.

*AIM.—To show how Methodism became one body, and to understand union movements to-day.*

Scripture Reading.

Prayer by Leader.

Review—Contrast Bishop Strachan and Egerton Ryerson in the struggle for civil and religious freedom.

General Assignment—What are the obstacles in the way of church union to-day?

Assignment 2. How many Methodist bodies were there in Canada in 1866?

Assignment 3. Give dates of union between these bodies.

Assignment 4. Debate—Resolved, that an immediate union among all Protestant bodies in Canada would be in the interests of the Kingdom of God at home and abroad.

Questions by Class.

Summing up by Leader—The Methodist bodies in Canada; the arguments against union; the arguments for union; the position to-day.

## The Methodist Church and Missions.

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### ASSIGNMENTS ON LESSON VII.

#### Chapter IX.

General Assignment—Why should Methodism be a missionary church?

2. Compare the resources of the Missionary Society in 1824 with those of to-day.

Reference: The Missionary Reports.

3. What led to the opening of work in British Columbia?

4. Tell of the founding of our work in Manitoba and the Northwest.

5. Discuss some of the problems connected with our French work.

Reference: Preparing the Way, Problems in French Evangelization.

6. Why should we have missions among the Orientals in British Columbia?

References: Mr. Hartwell's articles in the Missionary Bulletin; The Story of China in Canada.

7. Tell of the growth of our first foreign mission.

References: Missionary Report; Bulletin.

8. What forms of work are carried on in China under direction of our church?

References: Missionary Bulletin; Missionary Report.

Closing prayers by Class.

### LESSON VII.

#### Chapter IX.

**SUBJECT.**—The Founding and Development of Methodist Missions.

*AIM.*—To trace the development of our missions.

Scripture Lesson.

Prayer by Leader.

Review—Why should Methodism be a missionary church?  
(See General Assignment).

Assignment 2. Compare the resources of the Missionary Society in 1824 with those of to-day.

Assignment 3. What led to the opening of work in British Columbia?

Assignment 4. Tell of the founding of our work in Manitoba and the North-west.

## **Suggestions for Leaders of Study Classes.**

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Assignment 5. Discuss some of the problems connected with our French work.

Assignment 6. Why should we have missions among the Orientals in British Columbia?

Assignment 7. Tell of the growth of our first foreign mission.

Assignment 8. What forms of work are carried on under direction of our church in China?

Questions by Class.

Summing up by Leader—The growth of the church in Eastern Canada; development in British Columbia and Manitoba; our foreign missions.

### **ASSIGNMENTS ON LESSON VIII.**

#### **Chapter X.**

General Assignment—What problems are confronting our church to-day?

2. How many missions have we in the three Prairie Conferences?

Reference: The Missionary Report.

3. What are the difficulties met with by our missionaries in the West to-day?

4. Give three or four reasons why we should thoroughly man our home field.

5. How is our church endeavoring to help the foreigners in Winnipeg?

References: My Neighbor, Report of All Peoples' Mission, Winnipeg.

6. Give an account of our work among the Ruthenians in Alberta.

References: Missionary Reports, Bulletin.

7. Impersonate one of our new citizens giving his impressions of our new land.

### **LESSON VIII.**

#### **Chapter X.**

**SUBJECT.**—Our Heritage in the Great West.

*AIM.*—*To show the need for mission work in the West.*

Scripture Lesson.

Prayer by Leader.

Calling of Roll and reading of Minutes.

Review—Where is the mission work of our church located?

General Assignment—What problems are confronting our church to-day?

## The Methodist Church and Missions.

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Assignment 2. How many missions have we in the three Prairie Conferences?

Assignment 3. What are the difficulties met with by our missionaries in the West to-day?

Assignment 4. Give three or four reasons why we should thoroughly man our home field.

Assignment 5. How is our church endeavoring to help the foreigners in Winnipeg?

Assignment 6. Give an account of our work among the Ruthenians in Alberta.

Assignment 7. Impersonate one of our new citizens, giving his impressions of our new land.

Questions by the class.

Summing up by Leader—The discovery of the West; the problems raised by foreign immigration; the appeal to the young people.

### ASSIGNMENTS ON LESSON IX.

#### Chapter XI.

General Assignment—Discuss our responsibility to the Indian.

Reference: Our Indians and their Training for Citizenship.

2. Tell of the beginning of missionary work among the Indians in Ontario.

3. Name three missionaries whom you consider greatest in our Indian work, and tell of their work.

References: Life of Henry Steinhauer; The Apostle of the North; David Sallosalton; Up and Down the North Pacific; Among the Ankomenums; Life of Geo. McDougall; Mr. Tate's letters in the Missionary Bulletin.

4. What forms of missionary work is our church carrying on among the Indians to-day? Where are our Indian missions located?

Reference: Missionary Reports.

5. Discuss the value of educational missionary work among the Indians.

Closing prayer by class members.

**LESSON IX.**

**Chapter XI.**

**SUBJECT.—Our Missions Among the Indians.**

*AIM.—To understand what our church is doing for the Indians.*

Scripture Reading.

Prayer by Leader.

Calling of Roll and reading of minutes.

Review—Some of the problems confronting the church to-day?

General Assignment—Discuss our responsibility to the Indian.

Assignment 2. Tell of the beginning of missionary work among the Indians.

Assignment 3. Name three missionaries whom you consider greatest in our Indian work, and tell of their work.

Assignment 4. What forms of missionary work is our church carrying on among the Indians to-day, and where are our Indian missions located?

Assignment 5. Discuss the value of educational missionary work among the Indians.

Questions by Class.

Summing up by Leader—Early missionary effort among the Indians; work of Evans, Crosby and others; the appeal to-day.

**ASSIGNMENTS ON LESSON X.**

**Chapter XII.**

General Assignment—What is our greatest need as a church to-day?

2. What do you consider the necessary qualifications for a missionary? (Tabulate).

3. What do you understand by the missionary call?

4. What may the home base demand from the missionary?

5. What may the missionary demand from his supporters at home?

Closing prayer by members of class.

**LESSON X.**

**Chapter XII.**

**SUBJECT.—A Missionary Message and Appeal.**

*AIM.—To lead to personal consecration.*

Scripture Lesson.

Prayer by Leader.

Review—Why should we give the Gospel to the Indians?

General Assignment—What is our greatest need as a church to-day?

Assignment 2. What do you consider the necessary qualifications for a missionary? (Tabulate).

Assignment 3. What do you understand by the missionary call?

Assignment 4. What may the home base demand of the missionary?

Assignment 5. What may the missionary demand from his supporters at home?

Questions by class.

Summing up by Leader—A strong appeal for consecration.

Closing Prayer by Leader.



Text-Books for Mission Study.

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# Up and Down the North Pacific Coast by Canoe and Mission Ship

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