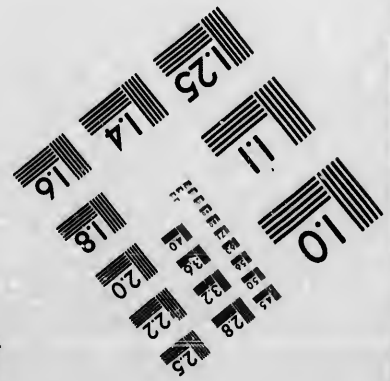
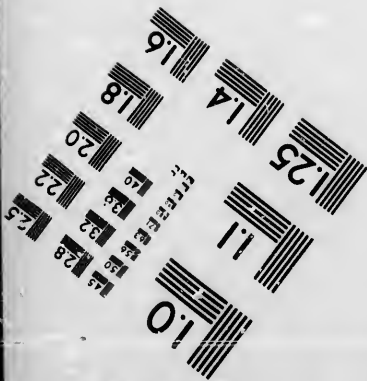
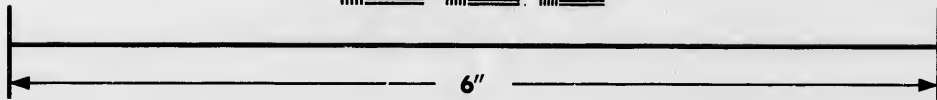
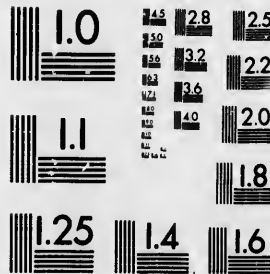


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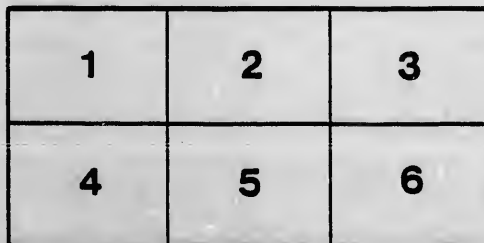
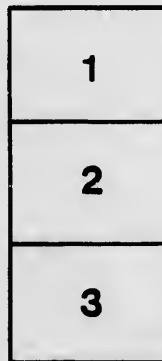
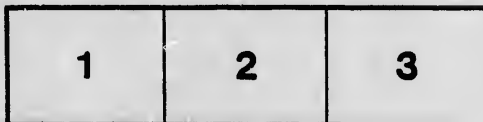
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CONSTITUTION
AND
REGULATIONS
OF A
SUNDAY SCHOOL
IN CONNECTION WITH THE
SUNDAY SCHOOL SOCIETY
FOR THE
DIOCESE OF QUEBEC.

Montreal :

PRINTED BY GEORGE P. BULL,
19, *St-Paul Street.*

1832.

THE
OFFICE OF THE
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JANUARY 18, 1907
REPORT
ON THE
INSURANCE DEPARTMENT
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CONSTITUTION AND REGULATIONS.

OFFICERS OF THE SCHOOL AND THEIR DUTIES.

I. The School shall be under the management of a *Director*, *Superintendent*, *Deputy Superintendent*, and *Voluntary Teachers*.

II. The *Director* shall be the *Clergyman* having charge of the Parish or Mission, or in case of there being no resident Clergyman, shall be a person appointed by the President or one of the Vice Presidents of the Society.

III. The *Superintendent*, who shall be chosen by the *Director*, shall direct the *Teachers* in their duty, form the School into Classes, and distribute Books—He shall keep the *General Minute-Book*, (according to the form which will be provided,) and enter therein the proceedings of the School—The manner in which this is to be done will be apparent from an inspection of the book itself.

IV. The *Deputy Superintendent* shall act under the *Superintendent*, and is also to be chosen by the *Director*; his duty will be to assist the *Superintendent*, and in his absence to assume the control of the School.

V. The Offices of *Treasurer*, *Librarian*, and

Secretary, shall either be discharged by the Superintendent with the assistance of the Deputy Superintendent, or shall be divided between them, according to any arrangement approved by the *Director*.

VI. The *Teachers* shall be directed in the general performance of their duty, in the School, by the *Superintendent* and *Deputy Superintendent*.

VII. Each *Teacher* shall be provided with a *Roll and Class-book*, the mode of making the entries in which will be apparent upon the face of the book itself.

VIII. In large Schools the *girls*, if found practicable, should be separated from the *boys* under the charge of a *Superintendent* and *Deputy Superintendent* of their own sex. In all cases it is recommended that the *female Classes* should have *Female Teachers*.

DIVISION AND ARRANGEMENT.

I. The School is to be formed into Classes, and when the Class exceeds twelve Scholars, an *Assistant Teacher* is to be appointed:—when the number amounts to thirty, two *Assistants*; and so on in the proportion of one *Teacher* to ten Scholars. The *Assistant* to be appointed by, and under the direction of the *Teacher*, who shall keep the records of the Class.

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II. The principle of classification shall be adapted to the scheme of Instruction prescribed for each class as hereinafter appears.

III. *Adults, unable to read*, will necessarily belong to the *first Class*; but they should form a *division by themselves*, and have an Assistant Teacher expressly appointed to instruct them.

IV. Scholars, on their admission, shall be examined by the Superintendent or Deputy Superintendent, and classed accordingly.

V. The Scholars are to be promoted according to their progress, from Class to Class;—and it shall be the duty of the Superintendent or Deputy to direct the *transfer* of Scholars from one Class to another.

VI. The *Religious Instruction* of the Scholars must be kept in view, as the *immediate object* of the Institution, and the time expended upon the mere acquirement of reading must be proportionably small, more particularly in the cases of children who have opportunities of Education during the week.

SCHEME.

Exhibiting the General System of Instruction and mode of conducting the School.

I. The particular subjects of Instruction in each Class, shall be as follows:—

FIRST CLASS.

The Alphabet. The Lord's Prayer; with the Child's First Prayer and Graces—See Card No. 1.

SECOND CLASS.

Spelling. Select Hymns. Elementary questions with the occasional intermixture of what is taught in the first Class. See Card No. 2.

THIRD CLASS.

Spelling. Easy Reading. Church Catechism and Hymns, all from Child's First Book, (1st and 2d part.) Watt's Hymns. N. B. In this and the following Class the tasks to be prepared, during the week, for the Sunday following, may be studied at the time by repeating them after the Teacher.

FOURTH CLASS.

Catechism broken. Collects of the day from the Book of Collects. Selections from Fisher's Child's Christian Education, omitting wholly part V.*—Watt's Hymns.

FIFTH CLASS.

Iremonger's Questions. Trimmer's Scripture Lessons in six parts, with the Questions, for the Teacher's use. New Testament. Tasks to be pre-

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If Fisher cannot be procured, the higher parts of the Child's First Book, part second, and the lower parts of Iremonger's Questions, may be substituted for it.

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pared for the following Sunday. Questions from the Catechism broken; and either portions of Scripture or Select Metrical Psalms and Hymns from the Prayer-Book, at the discretion of the Teacher.

SIXTH CLASS.

Bible. Crossman's Introduction. Questions upon the Liturgy; with the occasional intermixture of what is taught in the preceding Class. Tasks to be prepared for the following Sunday. Questions from Crossman's Introduction. Ditto, from Questions on the Liturgy; Selections from other books taught in the Class, at the discretion of the Teacher.

N. B. The *two highest Classes* must be furnished with *Prayer-Books*, and the Sixth Class will be required, when examined in the book of *Questions on the Liturgy*, to point out in their Prayer-Books the passages to which the questions refer. The *Protestant Catechism* may be introduced in these two Classes, at the discretion of the Director.

II. The School is open to children of *all denominations*, and the use of any of the foregoing Catechetical *Forms* which are *objected to* by the Parents, shall *not* be *imposed* upon them,—but *no other* Forms or books shall be used in the School than those here allotted to the respective Classes.

III. The *hour* of meeting shall be *punctually* observed. *Two* hours, *at least*, should be occupied

in the business of the School. The *first ten minutes* may be allowed for opening the School with *prayer*, to be offered, in the absence of the Clergyman, by the Superintendent or Deputy, (for which purpose as well as for the prayer at the dismissal of the School, proper Forms will be provided,) for *calling the roll and for organizing the Classes*. Then commences the INSTRUCTION.

IV. The *first* lesson of every Class shall consist of the *Repetitions* by the Scholars of whatever they have been required to commit to memory during the *preceding week*. Immediately after the 1st Lesson the Teachers shall assign to the Scholars the tasks which they are to learn by heart for the ensuing Sunday.

V. No subsequent lesson shall be allowed to last longer than *thirty minutes* at the *utmost*.

VI. *Fifteen minutes* before the *closing* of the School, the exercises shall cease, when the Teachers are to make the necessary entries in the *Class-book*; from which the *Superintendent* or *Deputy* shall fill up his *General Minute-book*. The School shall then close either with the prayers, or a Hymn sung by the children,—only providing that the Prayers shall be frequently used.

VII. *No book* used in the Sunday School shall be *taken away* for any *other* purpose than that of *learning the tasks* to be repeated on the Sunday following, and all books taken for this purpose must be then *returned*.

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VIII. In those cases where no commodious place can be obtained near the Church, the Sunday School may be held in the body of the Church itself.

SUNDAY SCHOOL LIBRARIES.

I. In all cases where it is found practicable, a *Lending Library* shall be attached to the Sunday School, and form part of the establishment.

II. The Library shall be open every Sunday *immediately before* the opening *or after* the closing of the School, and the Superintendent or Deputy shall keep a *Register* with a *Catalogue prefixed*, which Register shall show *when* and to *whom* each book is lent and when *returned*. The books shall be *numbered* both *within* and on the *cover* beginning with No. 1, and proceeding in regular series till the highest number is reached; the numeration being simply regulated by the succession in which the books come to hand, without regard to any system of classification. In the *Catalogue* the *number* of each book will be placed in a column *opposite* to the *title*, and thus in the *Register* of books *lent*, the entry of the *No. alone* will be sufficient.

The same simple mode of entry is to be adopted by the Teachers, in whose *Class-book* a *column* is appropriated for the entry of *Library Books lent*. The return of the books is to be specified by a stroke passed through the number.

III. No Scholar shall have more than *one book* nor more than *two tracts* at one time : and no fresh issue shall be made of any book or tract till those previously issued shall have been returned.

IV. The books shall be *immediately* issued by the *Superintendent* or *Deputy* to the *Teachers only*, whether for their own use or that of the Scholars ; and the Teachers shall be *accountable* for *returning* them.

V. The *Teachers* shall have the privilege of taking home *two books* or *four tracts* at a time.

VI. In the event of the *loss* of any of the books or *damage* done to them, the Superintendent shall impose a *small fine*, which, however, he shall have the discretion of remitting when the case seems to require indulgence. And if such fine, when exacted, should not be paid, no book or tract shall be issued to the defaulter for a time proportioned to the value of that which has been lost or damaged.

VII. In every case of *transfer* of the *charge* of the *Library* from one person to another, the books lent out shall be called in, and the whole stock *compared* with the *Catalogue* ; and the person assuming the office shall then give a *receipt* to the person then retiring, for all the books which he receives.

VIII. *All* the books shall be *called in twice* a year, viz : in the first week of April and the first week of October, when the whole stock shall be

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compared with the Catalogue, and the deficiencies shall be reported to the Director.

GENERAL HINTS TO THE VOLUNTARY TEACHERS.

The foregoing Rules are perhaps sufficiently explicit to prevent the teachers from being at a loss in any part of their duty. The addition, however, of a few suggestions chiefly of a general nature, may not be wholly uncalled for.

1. *Punctuality and Order.*

It is exceedingly desirable that the Teachers should observe the strictest punctuality in their attendance at the appointed hour, and it is recommended that they should assemble a few minutes before it. They should also note the punctuality of the children, and after forming their Classes, and commencing their instruction, sedulously enforce order, and forbearance from all but necessary speaking.

2. *Rules which it may be of service to observe in conducting the Lessons.*

The Classes who do not read being dependant for learning the tasks allotted to them, upon their following by word of mouth what is repeatedly uttered by their Teachers, require great patience and assiduity on the part of the latter, combined with

considerable care not to render this mode of instruction unattractive and irksome.

In teaching the Alphabet and Spelling, it is sometimes found expedient to hang up a single card in front of the centre of the Class, the children being arranged in a semicircle, and to point to the letters or syllables with a stick.

The Teachers should earnestly inculcate upon the minds of the children the necessity of making use, upon the proper occasions, of the Forms of Devotion, which they learn in the School, such as the Child's 1st Prayer, the Graces before and after meals, and the Prayers upon entering and leaving Church. They should explain to the children the object of their learning these Forms, and the uselessness of their learning them merely as tasks.

It is strongly recommended to the Teachers, that they should familiarize themselves with the books used in the Classes, and render themselves thoroughly masters of the matter which they contain. It is not necessary, (except in requiring the repetition of any task committed to memory from the preceding Sunday,) that they should exact from the children answers verbally the same with those in the books: they should rather encourage them to answer occasionally in their own words, nor should the Teachers themselves be absolutely confined to the questions contained in the books, but without rambling from the subject of instruction, should exercise some discretion in asking questions which arise out of it,

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and again which are dictated by the answers of the children.

3. *Means of securing the regular attendance of the Children, and importance of the charge of Teachers.*

Nothing can be more important to the prosperity of a Sunday School, than the regular, and as far as possible, unfailing attendance of the children. And to promote this object, it will be found particularly useful that the Teachers should take the trouble of visiting the absentees at their own homes, to ascertain the cause of absence, and to exhort to regularity. The concern which is thus manifested by the Teacher for the improvement of the Scholar produces a sentiment of thankfulness on the part of the latter and his friends, diffuses an increased conviction of the value of the Institution, and excites an additional interest respecting it. It preserves and strengthens that feeling of connection between the Teacher and the Scholar, upon which much of the efficiency of a Sunday School depends.

The duty of a Sunday School Teacher is, indeed, one which requires much perseverance and zeal, but it is also one of a most interesting nature; and it may be hoped that those who engage in it, will feel its importance, and the benefits which it is capable of producing, to be such as to sweeten the labour and compensate all the difficulties of the task. There is no employment in which they may hope more directly to be made instruments of promoting

the glory of God, and the advancement of his kingdom upon earth. They may well be called subordinate labourers in the field of the Gospel, through whose exertions the ground is prepared for the reception of the seed of the word, "which is able to save souls." The blessings are in fact incalculable, which may flow from Sunday Schools conducted with assiduity and in the true spirit of love to God and man. Not only may those little ones whom Christ made the objects of his love, be rescued from the snares of Satan, and set forward in the way to Heaven,—not only may the immediate parties engaged, as well as the families to which both teachers and scholars belong, imbibe the savour of Life by means of the knowledge thus diffused and the interest excited upon the subject of religion; not only may the hearts of the children be turned to the fathers, and the hearts of the fathers to the children, but the blessing may be transmitted to their children's children, through successive generations.—With the hope of being instrumental in producing such effects, none surely should allow themselves to be weary in well doing, but remember that in due season they will reap if they faint not, and he that reapeth receiveth wages and gathereth fruit **UNTO LIFE ETERNAL.**

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