

of sunlight never smile on them. No wonder they lack the sweet smile, gentle ways and bright countenances and heads of those who grow up under that paternal love of God's sunlight. These starving children are the ones that need our care, our love, our devotion. But too often it is the case we heap the love upon those who are "running over with it."

The moment we take charge of a class we are as messengers from our heavenly Father—as His representatives—and we have the mission of an angel to perform. If we see persons starving for food, we give them food. If they are destitute we give them clothing. Why not give that food of love and clothing of gentleness to those who need it? It is our mission. It is the children that need our kind attention even more than the subject.

In case of the necessity of a transfer to a higher or lower department the pupils should be referred to the superintendent, with the necessary recommendation. In case of pupils of more advanced age, but not prepared to enter a high department, special classes with work suitable to their comprehension should be organized. Whatever changes between pupils of classes in our department may be deemed advisable by the head teacher, should be made by him directly, but transfers from one department into another should not be made except upon the authority of the superintendent.

The head teachers and superintendents should meet a few moments before school convenes to perform any work, make necessary assignments on any work that will help improve the school and advance the pupils. This should be our aim and study. This is necessitated because the material we have to deal with is like a living humanity and intelligence, constantly changing. Like the clouds of heaven we look upon them now, and in five minutes they put on a different form—continually changing as they travel. So the young intelligences before us, they constantly need new ideas—ways of explanation, and different ways of dealing with them. Be prepared for every emergency.

In taking up a book, or reading, we should read one line, or to a stop—one sentence which expresses an idea—never pass on until every point is understood, then take up another sentence and explain everything, and so on, asking questions and drawing out the ideas from the minds of the pupils. They will then understand as they read, and will remember the ideas expressed in what they read.

The grading of the work itself throughout all the departments for either one term or for the whole school year should be sketched out by the superintendent and then discussed and adopted by the faculty of all the teachers before beginning of the work, so that every teacher understands the work required of him for at least the next three months. Every teacher should work to advance his department, as these several operations are but the parts of the great whole.

THE INTERMEDIATE DEPARTMENT.

This department constitutes generally the main body of the school, and is composed of the greatest variety of pupils, both in age as well as in capacity. These children are in a

transition period and at a time of their life when animal spirits are overflowing without sufficient development of judgment to control them. Especially is this the case with the boys, while the girls at this stage of development are generally quicker in learning, and causing inexperienced teachers to become unjust by bestowing unjust praise on one side and blame on the other, when they should consider that they have to deal in such instances with a mere natural phenomenon. The personal influence of the teacher substituting many other contrivances for the maintenance of discipline is for these above-stated reasons more essential in this department than anywhere else in the Sunday schools. The "Guide" has wisely recommended a division of this department into Nos. 1 and 2, the first one of which might be called with great propriety a preparatory department, as it is designed to prepare for the work in No. 2.

There should be no break in the gradation of the work from the primary department into this one, although a different set of teachers is now in charge. The separate class work constitutes here the main feature of the programme, as we have to deal with rapidly-developing individualities that need our ever watchful guidance. Hence the organization of large classes must be avoided now, and about ten should be the greatest number of pupils in one class in order to give the teacher a chance to bestow close attention to every individual student.

Although, as in the Primary department, oral teaching should be the prominent feature, there is to be introduced now occasionally the reading of passages, paragraphs and verses. Whenever resorted to, however, care must be taken that no more than one sentence be read at a time. Every sentence expresses an idea, which should be brought out by questions either from one of the pupils or from the teacher, that the spirit of legitimate inquiry be cultivated. There are two kinds of spirits causing to ask questions; one is the spirit of inquiry, seeking after truth, illustrated by the people coming to the apostles and asking, "Ye men and brethren, what shall we do to be saved?" That spirit is the one to be encouraged and cultivated. The other is the spirit of inquisitiveness, shown by the Pharisees asking Christ if it was right to pay taxes to Cæsar; that spirit must be rebuked whenever it makes its appearance.

Whenever incidents from sacred, profane, or natural history are introduced in Sunday school, it should always be for the purpose of illustrating some principle of Divine truth. The mere knowledge of events, facts, names, or dates, without some application, is of no value whatever.

Text Books.—While it is not designed that the pupils of the primary department should use any text books, except the little picture charts, as auxiliaries to the large charts in front of the whole class, the pupils of the intermediate department No. 1, or preparatory department can use the little works of the Bible Stories, Book of Mormon Stories, Faith Promoting Series, and selections from the historical parts of the New Testament, Sunday school Leaflets, Doctrine and

Covenants, Voice of Warning and the Story of the Book of Mormon to great advantage, with the proviso that they are read here in the manner above alluded to, and that only one subject at each recitation is taken through, reviewed, repeated in the pupil's own language, and the moral illustrated by it thoroughly impressed upon the mind of the children. Partial use of the Leaflets in this department illustrated.

Intermediate Department, No. 2.—This section of the intermediate grade should constitute the real intermediate department and comprise the finishing course in Sunday school work for the children of school age. It should, therefore, be the design of the superintendent and of his associates to furnish the pupils in this department the opportunity of obtaining not only a thorough theoretical knowledge of the history, principles and ordinances of the Gospel, but also, and that is the more important part, a living and practical testimony of its truth. From here the greater portion of the pupils enter into the practical duties, of vicissitudes and responsibilities of life, which, in order to meet them, require a substantial preparation. The examination of pupils for their qualification to enter here should be as thorough as practicable, in order to raise gradually the standard of the whole department. Only well-qualified teachers should be selected for the work to be performed here, and the studies not only selected with great care but also arranged and graded corresponding to the standard of the department.

Children should be drilled in hunting chapters and verses in the Bible, Book of Mormon, Doctrine and Covenants and other Church works by the teacher. Asking, for instance, the students to find the 15th chapter of St. Mark—"Where is it? Who has it?" The 24th chapter of Matthew—"Where is it to be found? Who has it?" etc. This will cultivate a habit of close observation, and ability in hunting passages and telling where they are to be found.

It would not be expedient in most communities to lay out plans for the whole year in this department, inasmuch, as especially in Sunday schools in the country, many pupils are prevented from attending all the year round. A course for one term should be made as complete, therefore, as possible.

There should be a Bible class in this department for the purpose of training the pupils in finding passages and becoming acquainted with the general outline or arrangement of the Bible, and of the Book of Mormon, with some instruction on Bible and Book of Mormon geography, with references to maps. (Here the speaker illustrated the way to conduct the several classes on leaflets, treating the ordinances of the Gospel and the orders of the Priesthood, classes in the Compendium and Church works, etc.) Each recitation in each of these classes should close with the bearing of testimony by one of the pupils. The subject for next Sunday's recitation should always be given at the close and pupils be encouraged to prepare and ask questions on the given subjects. Promiscuous questioning is not to be encouraged. The head teacher of this department