

being secretary to a committee, and the point was made that that committee had no legal right to them, not being a corporation. It stood as though the plaintiff had said he was the secretary of nobody—that he was the agent of the wind, or something which the law did not recognize as having rights which could be enforced in a court of justice. His Honor was disposed to hold that the demurrer was well taken to this complaint and it would be sustained.

Ogden Hiles—We ask leave to amend.

Attorney Rawlins objected for the reasons before given, and said—"I now ask for a dismissal of the case."

Attorney Hiles—It does not become counsel to stand up here, make stump speeches to the Court, and assume or assert that this suit is not prosecuted in good faith.

Judge Zane—What is the amendment?

Mr. Hiles—That the plaintiff in the action, as bailee, was entitled to possession of the books. I also wish to amend by inserting the names of the committee, and claim the right of possession and title to the property in that committee, because I think the committee does own the books.

Mr. Rawlins—There are certain facts which are apparent in this case. This suit was filed in the justice's court at a particular juncture for a political purpose, and I am ready to state what it was, as I inferred from the facts—to get a declaration by a justice of the peace, selected by the manager of the political party, that the organization which he favored was the Democratic party of the Territory and entitled to admission to a political convention. (Laughter.)

Mr. Hiles—We will argue that when we are in Chicago. (Laughter.)

Mr. Rawlins—That is the very point. I am ready to meet you there on that issue. But a court of justice is not the place to argue this question.

After some further bandying on the same lines Mr. Rawlins sat down, saying—That declaration of the justice of the peace was circulated by the gentleman who instituted, and prosecuted this case in the justice's court, and sent out as a "secret circular" throughout the Territory. If that fact is denied I can bring proof of it. I ask your honor to make an investigation of it. In view of these facts I also ask the court not to accede to counsel's request, but to wash its hands of the case at once.

Judge Zane told Attorney Hiles to reduce his amendments to writing and come into court with them at 3 o'clock today.

He promised to do so.

The case was finally disposed of at about 3:30. The plaintiff's original counsel—Newton—asked leave to amend and for time till tomorrow for Duke to arrive and verify the complaint.

Rawlins objected on the ground that the proposed amendment would be incompatible, in that it would allege ownership in Duke, instead of mere right to possession because agent of the owners, as in the complaint as it stands.

Judge Zane summed the matter up briefly and announced as the result of his conclusions that the demurrer

should prevail and the action be dismissed as a finality. The question raised was one that should be settled if anywhere by a political body, and the courts should not be made use of for any such purpose.

[*Hic jacet!* This knocks out the silly business inaugurated by desperate and designing schemers with the illusive hope of forwarding their bogus claims at Chicago. We now await the conclusion.—Ed. News.]

DR. MAESER'S LECTURES.

After the opening exercises, Dr. Maeser said:

In responding to the appointment that has been made for me, I realize more than ever the necessity of being assisted by the faith and prayers of the audience, which is composed of earnest workers in the sacred cause of the development of the rising generation.

It is not my intention to deliver an oration, nor to entertain you by nice words, but rather to bring before my co-workers in this great Sunday school movement, such items as the Spirit of the Lord shall present to my mind, to lead out in the religious and moral education of the youth of Zion preparatory to the great mission before them. It is not intended to establish a perfect educational system to be inaugurated at once in our Sunday schools, but to give an impetus to the efforts of devoted educators in Zion, in systematizing and harmonizing the labors of Sunday school workers more and more, so that in future there will be less waste of time and energy and the results be more commensurate to our desires.

2. "Our children are heirs to the priesthood and will come out all right." The fallacy of that view has been demonstrated by too many sad cases. The scriptures, on the contrary, advise to train up a child in the way it should go. There is, however, preliminary, auxiliary, and supplementary work required, before, during, and after the age of Sunday school and any other school teaching. Home influence. Relating to sad incidents illustrative of bad home influence, mar a sapling and the full grown tree will show the scar. Public assemblies. Relating of incidents illustrative of lack of sufficient decorum on the part of authorities and people. Upon every member in the community rests a certain amount of responsibility in this matter. Necessity of these introductory points as the clearing up of the ground before the beginning of the actual work.

3. The Sunday school movement in Zion shares with all other movements of our Eternal Father that characteristic that it started with a small beginning, like the greatest of all movements, the work of redemption of the human family, which had its beginning in a manger at Bethlehem. If from its experimental beginnings many years ago the Sunday school movement has gradually developed until it sends now its ramifications into every Bishop's ward in Zion, and counts its pupils by tens of thousands, we must not forget that statistics alone are not complete indicators of the real condition of any work. The ultimate ob-

ject of the Sunday school movement is the training of the spiritual nature of the pupils. Now, training is not a herding, the condition of which could be shown by figures; nor is it merely a conveying of knowledge; but training means the cultivating a love for and of habits in the practical exercise of the truths learned by the pupils.

4. What problems, therefore, are awaiting their solution in the Sunday school work; what plans their accomplishment; what wise methods their adoption, all worthy of the exercise of the highest intellect, of the aspirations of the noblest spirits, and of the devotion of the sincerest lover of his race! But as a wise architect bestows equal care upon the foundation work as he does upon any other part of his edifice, so does the conscientious teacher look with impartial solicitude upon every grade of the pupils before him. Along the whole scale of development, from the years of infancy to the line that separates physical and mental maturity from adolescence, where is the point at which God's wisdom and parental care are less manifest than at others? Thus the Sunday school work, after this divine pattern, needs as careful attention in its lower grades as we are all willing to bestow upon the higher ones.

5. Many endeavors have been put forth by the Sunday school authorities to advance the interests of our Sunday schools, to all of which reference will be made in the course of these lectures. But just now I will refer you to the "Guide of the Deseret Sunday School Union for the Officers and Teachers of Sunday Schools in All the Stakes of Zion," inasmuch as it furnishes us specific instructions upon the various topics that should be treated upon in a Sunday school.

This little work should be in the hands of every Sunday school teacher, and not only be perused by him or her, but also be considered what its names implies, a guide. None of us teachers can afford ever to lose sight of the fundamental principles of teaching, that is: "by teaching we learn." As soon, therefore, as any one of us has grasped any correct principle or method of teaching by reading, observation, experience, or instruction from those presiding over us, it should forever after become a self criterion of our dealings with our pupils. I recommend, therefore, the "Guide" to every Sunday school, as a valuable assistant in systematizing and harmonizing their labors, so that they may become productive of the greatest amount of good.

6. The arrangement of the little work comprises a section for instructions of the Primary department, two sections for the Intermediate, one for the Theological, and a section of suggestions to the superintendents, teachers, and other officers. It commences with instructions on manners and moral precepts, which, however, according to my opinion, should not have been classified merely under the head of "Primary Department," but, having a general application for the whole school, should have been given a separate heading, as "General Instructions." I especially recommend the rules for catechization, given on page 23, as by their observance the Sunday school teacher will save a