

great deal of useless roundabout talk too often indulged in, and be able to reach his point in a more impressive and concise manner.

7. The "Guide" commences with the instructions regarding the manner of procedure in

THE PRIMARY DEPARTMENT.

The fact must not be lost sight of, that a Sunday school differs widely in material, aims, organization and methods from a day school, and that the standards of criterion must consequently be a different one. When we speak, therefore, of a "Primary Department" in a Sunday school, it cannot be taken absolutely in the same sense in which it is applied to the lower department in a day school. For, while in the former, the likes or dislikes of the pupils form the basis of attendance to a far greater extent than in the latter, considerations come into play which a day school teacher takes comparatively little account of. The difference thus alluded to might be best illustrated by stating that the chief motive of discipline in a day school lies in the "thou shalt" of the teacher, and in the Sunday school proper cultivation of the "I will" of the pupil. The ultimate aim of both disciplinary principles may lie in the conversion of both into one, but the starting points are widely apart. Hence the necessity of a Sunday school teacher placing himself in rapport as it were with every one of his pupils, far more so than it could be done in a day school, and upon the proposition of thoroughness of this rapport depends the Sunday school teacher's success. The heart must speak when the heart doth hear, and shall present the idea to the brain with its endorsement. Every Sunday school teacher must understand this figurative language and translate it into practice, or his teaching will be in vain. The reasoning faculties of pupils in this department are not sufficiently developed, and come in, therefore only incidentally, while the perceptive faculties are called into play by object lessons on the Sacrament, Word of Wisdom, Picture Charts, and Bible and Book of Mormon stories. The great mistake of many Sunday school teachers is to go over too much ground at once. Each recitation should illustrate one principle only; hence the Ten Commandments, the Articles of Faith and the Lord's Prayer should be taken up consecutively, one point at a time, and that thoroughly and be interestingly treated by illustrations, cultivating and encouraging the obtaining and bearing of living testimonies. It is the sign of a successful teacher to be as concrete as possible, avoiding all abstractions in words or phrases. Memorative exercises should be followed only after thorough previous explanation. The method of teaching found yet here and there in some of our Sunday schools would be perhaps very appropriate for teaching parrots and magpies to talk, but is not appropriate for the training of young Latter-day Saints.

Illustration of incidents: The hymns to be sung congregationally should not only be memorized, but thoroughly explained to the classes.

8. The mode of organizing and conducting a primary department is subject to a variety of conditions in re-

gard to numbers, accommodations, seasons of the year, and capacities of teachers; hence, the superintendent in organizing this department has to use great judgment and needs the guidance of the Spirit of God in this matter as well as in everything else connected with the Sunday school; but as a general thing there should be at least two parts in the procedure, one recitation for the whole department, conducted by one of the teachers (they may take it in turns) of the department, according to a consecutive plan for the whole term. Then a dividing up of the department into several small classes under as many teachers. Tell them Bible or Book of Mormon stories, and stories from natural history, charts, etc., grounding them in the first principles of the Gospel. Each of these two exercises should occupy about an equal time. And no person should talk to the little ones longer than ten or fifteen minutes. If they do, the little minds will "run over" and what they are told after that time is sure to be "wasted time." Mere reading exercises is a waste of time. Questions that will call the faculties into operation are what is needed. There are two kinds of preparation necessary for a good and successful teacher: i.e., a thorough understanding of the grounds covered by the lesson, the adaptation and shaping of the remarks of the pupils. This is one kind. The other is the most important, and no teacher should enter the school-room without first offering a prayer, "Father, bless me today. Give me Thy Spirit to discern the needs and desires of these little ones, read their thoughts and feel the pulsation of their hearts, that I can look into their eyes as they look into mine, and know that we love each other. Guide me in all I say, etc." Then, after going through the exercise, a prayer should be offered for God to bless that which has been taught, that no wrong impression may be created, etc.

Dr. Maesser then illustrated, with Book of Mormon and Bible charts, in a very vivid and clear manner, the way to conduct an exercise in the Primary department, and admonished all teachers of the young to see to it that object lessons be used so as to cultivate all the faculties and by which the pupils will read a picture and make it "a living thing."

JUDGE MINER'S DECISION IN THE AGRICULTURAL COLLEGE CASE.

Following is the full text of the decision of Judge Miner in the case of W. S. McCornick vs. Arthur Pratt, with the nature of which our readers are already tolerably familiar. It was rendered in Ogden yesterday morning:

In the District court within and for the Fourth Judicial district of the Territory of Utah, county of Weber.

W. S. McCornick et al., as trustees, etc., plaintiff, vs. Arthur Pratt, auditor, et al., defendants.—The main question in this case is whether the members of the board of construction of the Agricultural College of this Territory as named in the appropriation act are officers.

"An office is a special trust or charge created by competent authority." Kent gives this definition: "Offices

consist in a right and a corresponding duty to exercise a private or public trust and to take the emoluments belonging to it." The duties of the office must be of a public or private nature; and should inhere and affect the public right or interest of the State—and where the employment is by the State and the duties are public or private, the position is an office.

If not merely honorary, certain duties will be connected with it, the performance of which will be the consideration of its being conferred upon a particular individual, who for the time will be an officer.

The officer is distinguished from the employe in the greater importance, dignity, responsibility and independence of his position; in being required to take an official oath and give an official bond, in the liability to be called to account as a public officer for misfeasance or non-feasance in office, and often in the tenure of the position.

Sec. 4393 requires all officers to take an oath and file the required bond under penalty.

The Legislature in creating this board of construction must have intended to create the office with reference to the above act, as it imposes upon each member of such board the duty of giving a bond in the sum of \$25,000 to be approved by the Territorial auditor and to qualify by taking the official oath on entering upon their duties. Each member is to receive (\$300) three hundred dollars for his services, to be paid upon the completion of the building; warrants for the \$65,000 appropriated are to be drawn by the auditor of public accounts upon the order of the chairman of the board.

If any doubt could arise as to what the intention of the legislature was in creating the board, and whether in doing so it intended to create an office, such doubt is dispelled when we read from the act itself "that each member of such board shall qualify by taking the official oath before entering upon their duties."

To require the board to qualify and take the official oath is to fix the official status of the board; it is to require them to take the official oath pertaining to the office thus created which they hold or are about to hold and to which they are appointed. That is, that they will perform the duties of the office to which they have been appointed to the best of their ability, and support the Constitution of the United States." "To qualify" is a term used in legally assuming the duties of an office. "To take the official oath" is a term that implies an office which is to be filled by the person taking the oath. It is plain that the duties of this board are not merely honorary. A great public trust and duty is imposed upon them. They are to plan, negotiate and spend the sum of \$65,000 for building and constructing the Agricultural College of this Territory—they do this in their official capacity as a board of construction.

The case of *People vs. Nicholas* 52 N. Y. 478 and *People vs. State* 45 Ill. 397 are readily distinguished from the case at Bar, in many respects. The dissenting opinion of Justice Lawrence in the last named case is supported by the great weight of authority of this country.