

teacher should report. Also any other business for the good of the school.

All officers—secretary, librarian, treasurer—all should make reports of the condition of their respective departments. Each officer should be made to feel the responsibility of his position, for on it depends to some extent the progress of the school. This every worker should have in view.

I have seen some Stake superintendents consider themselves like registration officers, keeping statistics, records and reports. True, this is a very important part of their work; but the smaller part by half. It can not be neglected. The giving and keeping of correct statistics is very important and every school should do it, so general reports may be made up at the end of each year from which to compare the progress with previous years.

The superintendency of the Stake should continually keep *en rapport* with the Sunday schools throughout the Stake either by personal consultations, visits, or correspondence, by calling Stake conferences reviews and jubilees; but the most important of the duties of the Stake Superintendency is the appointment, training and instruction of the Sunday school missionaries, who are their representatives to the schools. The Superintendency of the Stake cannot visit every school as often as would be desirable, and these missionaries should be trained for that purpose. They should give these missionaries instructions and say: "Brethren, you are expected to lay this or that matter before the schools you visit until we meet again to give reports," and by any other suggestion the Spirit of the Lord may suggest. All things should be done in our Sunday schools by love, kindness and common consent.

There should be no force, no compulsion. It should be done by the power of love and light that shines from the presence of God, and we should reflect that light upon the schools we visit, and make its influence felt, as does the full moon at night reflect the light of the glorious sun upon the earth. So must be that love that we show and reflect—it should be the reflex of our Eternal Father. This is the kind of love we should bring with us to the children of the Sunday schools, and then God will accept our labors and multiply them to the good of the young and rising generation. That we may do this and have our influence felt from one Sunday to another, until we learn to thank God and praise His holy name that He has found us worthy to be counted as laborers in His vineyard, is my prayer in the name of Jesus Christ. Amen.

It was announced that as Dr. Maeser's lectures contain so many excellent instructions, the regular Stake Sunday School Union would be postponed for one month.

The Doctor said: Again tonight, my brethren and sisters, I earnestly solicit an interest in your faith and prayers to guide me in my remarks, for the subject assigned me this evening to speak upon constitutes the main features of all the Sunday school work, the whole basis upon which it is grounded, the focus around which it works, the

ground plan according to which the work is to be conducted. I therefore desire the assistance of the Spirit of the living God, even more than on any previous evening during this course of lectures, that I may say no superfluous word, or advance one wrong idea, or express myself in any way undecided or vague.

A normal training means a training of a long time—many days, weeks, months, even years—of hard and incessant labor. It is even impossible to speak upon it in its fulness in the lectures of this week, but I have merely sketched out some of the leading items and features of the work to aid my fellow laborers in their noble work and added to these suggestions the Spirit of the Lord, day in and day out, month after month and from year to year in this sacred work, and you will do a mighty work.

A Sunday school is a very complex organization, its constituent parts differing in sex, age, disposition, intellectuality, habits and a variety of other influences, all of which have to be directed, harmonized and controlled by a general system of procedure that at the same time studies the necessity of cultivating the sound development of the individuality of the pupils. In order to accomplish this in some measure various considerations have to be kept in view by the superintendent and his associates.

1. Conditions: There are localities where Sunday schools are the best patronized in summer on account of their scattered condition, making it extremely difficult for many children to come to Sunday school in winter, while others have their best season in winter, their children being scattered in summer time in the mountains and on ranches, which circumstance must be taken cognizance of by the superintendent, and his plans be shaped accordingly for the advantage of the greatest number, not neglecting, however, the duties toward those pupils that are more favorably situated.

2. The material on hand in the shape of rooms, furniture and utensils, maps, books and charts constitute a very important factor in his planning out the work for the year. If several large and commodious apartments are at the disposal of the superintendent, the labors of the Sunday school are materially facilitated in regard to the various class recitations; but where the rooms are few and inadequate to accommodate the children, the problem for the superintendent to solve becomes a correspondingly difficult one.

Where these accommodations of large rooms, good libraries, proper furniture, etc., are wanting, it takes considerable study and contrivance for the superintendent to plan out the best course. And especially is this the case in many of our country schools, where the room, perhaps, is small, the children crowded together and there are many obstacles to work against. In such cases, if the superintendent does not have good judgment and make the most of every available material within his reach, that school is very apt to taper out. The children will get weary, the teachers discouraged. The school has but little attraction, and there is a falling off.

Furniture also plays an important part in the matter of discipline. Little

children in some of our schools have to sit on high benches, their feet hanging down and their little legs soon get tired and they get weary. There are no rests for their backs, and many teachers and superintendents commence scolding these poor little children for not keeping quiet when it is almost impossible under such unfavorable circumstances. Instead of being scolded, they should rather draw out our sympathy towards them. The stove is also a very dangerous neighbor to many of our children. In some places it is too warm in the room; while at other places it is too cold. The superintendent should have this remedied by the deacons attending to the matter. These are a few of the drawbacks met with in Sunday schools, and the superintendent will have to draw on his ability and ingenuity to adopt devices for the improvements of his schools.

The condition of the maps and books is a subject of earnest watchcare for the librarian on account of example. The janitorial department in regard to ventilation and temperature should be studied. Maps and books should be kept clean, whole, and in their proper places. Too often is it the case that the maps are torn, dirty and in a wretched condition, books with backs off, pages gone and the material for teaching correspondingly bad. I would rather have no maps at all than such as are above described, for the example it sets before the children. The condition of the room should be neat and orderly, floor clean and devoid of litter, desks dusted and everything orderly, clean and inviting even to the angels. The librarian should have his books classified and properly put away—not thrown out of sight—but laid carefully in their proper place.

In regard to order in the schoolroom, there should be, as already stated, a body of young deacons appointed and assigned certain duties to perform in keeping the house clean, maintaining order, attending to fires, seeing if anything is wanted in any of the classes, so nothing may destroy the harmony of feeling that should characterize a Sunday School. A log hut or a tent kept clean and everything in order is more acceptable to God and more inviting to the angels than a palace or marble halls if disorderly kept; and if these young deacons are properly trained, there will be but little difficulty in the future in keeping our places of worship clean and having order and harmony in our public assemblies. It is in the Sunday School where these things should be learned.

The superintendent should be at school, as stated, on time and if he cannot attend, one of his assistants should take up the labor and see that everything is in order.

3. After all these preparatory items of the Sunday School have received due consideration, the superintendent has to turn his attention to the matter of the Sunday school itself, the nature of the work to be performed there, its classification, its gradation, and its appointment in regard to teachers, text books, and methods of treating it. This requires much labor and thought, large experience and extensive acquaintance with the work in question, and the superintendent should have the