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DR. MAESER'S LECTURE.

My brethren and sisters, if at any time during the course of my ministry I have had cause to be thankful for the manifest assistance of the Spirit of the Lord in my endeavors, it has been in this present course of lectures in this building, during the week that is now drawing to a close. I must confess I entered upon the duty with much fear and trepidation—fear lest the interest in this work would not be made sufficiently strong to enable the young and those interested in the Sunday school cause to hold out to the end. But instead of my fears being realized, I have reason to be thankful for the increased interest among our people. This is the occasion of my joy and my gratitude.

It is no small credit to Sunday school workers and friends of this great movement in the midst of Zion, in this city and neighborhood, that they have been able to devote six successive evenings to this series of lectures, and not become tired. The lectures themselves are of such a character as not to admit of any flights of oratory, nor remarks of an entertaining nature merely; but rather it is the duty of the lecturer to bring out in bold relief and make clear every point and devote his earnest purpose for the benefit of all before him, in order to establish something, of inviting ideas, endeavors and understanding of those concerned in the work to be treated upon. I will now proceed to the subjects for this evening which will conclude my series of lectures.

The main features of the organization of a Sunday school and of the work to be performed having been dwelt upon in the previous lectures, there remains for me now only according to the programme these subjects—reviews, festivals, and the general board of the Union.

In regard to the first of these, I would remind my fellow-workers in the Sunday school cause of the ancient educational motto "*Repetitio mater est studiorum*," which means: "Repetition is the mother of studies." The importance of frequent reviews cannot be over-estimated. The process of learning any kind of truth, theoretically as well as practically, resembles very much the process of making chromos. When the artist proceeds to do this, the first impression made upon the paper as it goes

through the rollers is scarcely perceptible; the second time it goes through it becomes a little plainer; here and there fine outlines may be seen; the third time the outlines become more observable, and so on, until sometimes they pass through the rollers thirty to forty times before the finishing touch is given or the chromo completed. Now, somewhat upon the same process does the human mind operate. We may advance a principle for the first time. It passes over the mind and leaves its impression. It is said by chemists that by taking a key or any metallic substance and putting it for but a moment on a white sheet of paper, then immediately remove it, there remains upon that paper an impression for the time being which can through certain means be seen, though with the natural eye it cannot; so there are latent lines, according to the laws of optics, that leave their impressions upon substances without being discovered by the naked eye. So it is with the mental operations throughout all nature. Any kind of teaching once told is liable to fade away. It must be given over and over again, frequently repeated, and the more it is repeated the stronger the impression upon the mind becomes. Hence a teacher among the children should remember this, and if he uses pictures also it brings the second sense of sight into play, creating the same picture upon the mind through another means, making the truth, or picture, stronger and more lasting. If, also, we cause the children to make that picture with blocks, sticks or draw various object lessons, the sense of touch and feeling gives another impression of the same picture through the third sense. And so on; the more of the senses the teacher calls into operation the stronger that picture becomes. So it is with reviews. The ideas and principles should be repeated over and over again, until the teacher becomes satisfied that the pupils fully understand and will remember the same. Our teachers should not be deceived by memorized answers of the pupils, for sometimes these are deceptive and do not represent the knowledge and understanding of the pupil regarding that truth or idea. The testimony, the expression of the child in its own language—these become stronger and plainer upon the child's mind. A child may have a vague and crude conception of an idea.

Let it express it as best it can and behold that once vague idea is now plain, substantial and lasting. These are benefits of frequent reviews.

There are two kinds of reviews, incidental or special, and general. The former is conducted by their respective class teachers as often as they deem it necessary in his class. For instance, at the close of a certain section of a text book, every three or four weeks, or when certain principles or subjects have been passed over, or at the end of every principle. After the Lord's Prayer has been taken up and thoroughly handled, or the Ten Commandments, or certain of the Articles of Faith, the Life of Christ or any great prophet or certain period of Church history, whenever it is deemed necessary by the teacher to be convinced that his children understand thoroughly that which they have passed over, he should never give them more than they can digest. It is like taking stock. The merchant goes over the whole of his goods on hand to find out how much he has and what condition it is in. He misses nothing but reviews it all. So it is with reviews. There may be some who cannot always be present, and these reviews train all in the class in the same principles. These are the special or incidental reviews.

But these general reviews cannot be conducted to any great good unless there is a journal kept in every Sunday school wherein is recorded every principle that is passed over at the end of each session or term. There should be a column so ruled that each class may have recorded each day's work, or at least each subject. For instance, one Sunday the class is discussing faith, repentance or baptism, one of the ten commandments, the crucifixion, or any other subject. After the exercise the teacher should go to the journal and in his respective column simply enter the subject. Then whenever a review is desired, all the respective teachers have to do to obtain a good idea of what they want to review is to take up the journal and from its headings arrange the programme for the review. The superintendent may wish to visit a certain class and see what progress it is making. All he has to do is to turn to the journal, find out what subject the class had taken upon the previous Sunday and then he is prepared to talk or ask questions intelligently. He