

looking forward to the time when they could return to them. Howard M. Jenkins asked where the benefit of the international lessons lay. They were simply selections from the Scriptures, upon which each denomination built its own distinctive lessons. Dr. Edward Magill, ex-president and now professor of French at Swarthmore College, expressed his regret at the recommendation of the Genesee Friends, and said :

"We must remember we are dealing with children and not with older minds, which would undoubtedly be affected, as one Friend has said, and to take these International sentiments of the Old and New Testament, and then write our own lessons, would be only giving ourselves unnecessary trouble, while placing stumbling blocks in the way of their attaining the greatest development in the truth of the Society."

"The fundamental principle of other denominations," said William M. Jackson, "is that human nature is innately bad. The fundamental doctrine of the Society of Friends is that human nature is innately good. The International lesson leaves are not a study of the Scriptures, but merely selections to promote the growth of the Evangelical Church. As Jesus lived near to His Father, so are we to-night to live near to His and ours. We glory in studying the Christianity of the New Testament."

After some further discussion the meeting was adjourned until the afternoon. The afternoon session was occupied in the illustration of practical First-day school work. The opening exercises were conducted by Isaac H. Hillborn, of Philadelphia, and an illustration of work with advanced lesson leaves—given by William Burdall. Alice L. Darlington, of West Chester, Penn., gave a practical illustration of work with the illustrated lesson leaves with a class of small children, and the closing exercises were conducted by Amy Willetts.

The evening session was held in the tent, which was lighted by hanging

lanterns, and was devoted to a discussion of the exercises of the day.

To-day the reports from Philadelphia and Baltimore Yearly Meetings, and a paper by John William Hutchinson, of New York, on "The Necessity of Impressing Friendly Denominational Views in Connection with Our Teachings," will be read.

—From *N. Y. Tribune*.

8th mo. 10th.

WITH WILD ROSES.

(Continued from last number.)

I have told the children many myths and legends of glorious old Greece and Rome at different times, but I scarcely expected so practical an application of my teaching. It had seemed to me a good thing for boys to make an early acquaintance with the heroes of those old days, and so I had told them of the swift footed Achilles, and the valiant Hector, and the noble Leonidas, and led them into the shadowy realms of mythology, sometimes talking to them, sometimes reading aloud from that interesting collection (the best book I know of to introduce children to the heroes of antiquity), Cox's "Tales of Ancient Greece."

Now I am face to face with a difficulty. I don't like to drive away the poetry and mystery of nature too soon from a young life. But there is Bob before me, still grasping the alleged thunder-bolt, and his mood is certainly not to be trifled with. I decide, though regretfully, that the time has come to discard the classic explanation of atmospheric phenomena, and substitute that of modern science; so, while the children group themselves about me on the grass, I try to tell them something of that "circle of eternal change which is the life of nature." After all, it seems quite as wonderful to them as the other explanation. I suppose it should be so. The fairy tales of science should be as entertaining as any fairy tales. They ask innumerable questions, some of which my very slen-