

are they not able to withhold themselves from the influence of outside helps, and place their own interpretation of these passages before the world?

The afternoon session opened with the calling of the delegates, by which it was found that all of the seven Yearly Meetings were represented. Then a practical illustration of First-day School work followed. Isaac Hilborn read of the consolation and love of the Master in the Parable of the Vine. After which Whittier's poem, "The Eternal Goodness," was read in concert by a selected class of adults. Isaac then spoke at some length on the two lessons, the Parable of the Vine and the Prodigal Son, stating first that in each text chosen for a First-day School lesson, there are some lessons intended to be impressed upon the minds of the students, and then tried to search out and explain and impress the lesson in this one. This first lesson was "A man who had two sons," which he wished to explain because it constituted the great thought of humanity, etc.

Wm. W. Birdsall took Robert M. Janney's place, by request of the latter, in conducting a class of adults to illustrate work with the advanced Lesson Leaves. He said they had found it profitable to ask pupils in advance to prepare, especially some principal points in the lesson, and thus bring out and explain the details of the lesson in full. Eleanor K. Richards read the Scripture texts, after which the points: Generous provisions—Way of the transgressor is hard—When he came to himself—The price of forgiveness, etc., were explained by pupils and others. Eli M. Lamb said his sympathies were with the elder brother; let us endeavor to go the right way from the first, rather than entertain the feeling that we may err and, when it pleases us, turn for forgiveness and be fed on the fatted calf. There is danger of wandering too long; we know not when the Son of Man cometh. Let us not study the Scriptures so much for

the historical part, but let us get the spiritual depth, learn the spiritual lessons it contains. These were not written for the people of Palestine alone, but for us of to-day. Edward Magill, Swarthmore, wished to impress on us the forgiveness of the Father, trusting that we might be more forgiving one toward another in our Society.

A class of little ones were taught from the Illustrated Lesson Leaves by Alice L. Robinson. Her object was to simplify and impress the lessons on the minds of her pupils, and to make each of them feel that they must do their part in the class by asking questions, etc. Amy Willets conducted the closing exercises. She said these should be made as impressive as possible. Texts were repeated by some of the pupils and, after an impressive silence, the school closed. The report of our treasury was read and accepted.

The evening session opened about 7.30. The Conference united with the Representative Committee in appointing Joseph A. Bogardus, N. Y., and Amy Willets, N. Y., for clerks. Then the meeting was open for the discussion of the subjects presented in the afternoon session. Anna M. Jackson expressed the thought that the Scriptures should be read intelligibly and the full meaning brought out. Ezra Fell expressed the same thoughts. Allan Flitcraft, Philadelphia, thought it most important that we be impressed by the love of the Almighty God. Matilda E. Janney said let us make the lessons as simple as we can and always show them from the side of love. George L. Maris said he believed the great lack in our First-day School is that we depend too much on outside help. True elevation lies in our teachers and pupils themselves. A preparation on the part of the teacher is necessary. A teacher should go to her class full of the subject she is going to teach, and then teach it as it is presented to her in her class, and try to draw from the pupils their original