

The crutches will be so perfect we shall cease to use our own limbs in walking." [The opener had been dangerously eloquent on the annotated lessons.]

But the annotations are *no part of the scheme*. The scheme is for uniform lessons—for the schools being engaged on a given Sabbath, on the same Scripture lesson, all over the country. Whether the teachers shall use annotations or not, is entirely for themselves. The Uniform Lesson Committee was not raised to furnish annotations, but to select lessons. How much and what kind of commenting shall be called into use, is for churches, societies, and schools to determine. The demand will no doubt regulate the supply.

"This system cannot be worked. The Scriptures are here divided up, and children, as with us, miss three months of the year, and so will miss large sections of Scripture."

This difficulty, in various forms, applies to any system and to all schools; some only meet in summer, some only in winter. City congregational schools lose summer months, unhappily, but mission schools do not, as a rule. But now let us see how it will work with the city children who have vacation. Why should they not attend school where they spend the summer? And especially when on the uniform plan, they can take up the lessons and pursue the line on which they have entered at home, and to which they will return in the fall? Instead of the vacation of the summer being an objection to all Uniform Lessons, the Uniform Lesson reduces to a minimum the evil of our present partial break-up of city schools. Any plan that proposed to include a district or church, or that proposed to follow the Scriptures in a regular way, is open to this objection. But it falls most lightly on the international series. A Presbyterian child may find his own lessons continued in the Congregational, or the Methodist, or Baptist schools, where he is staying, if he finds no Presbyterian, and so all around; he will have one inducement the more to keep up attendance; one plea the less for neglecting it, and one good opportunity of learning practical Catholicity.

"But one Scripture lesson does not fit all; some classes are more advanced than others." True, but we have for years been teaching one Scripture for all the classes of the school, and without practical difficulty; because, as the Rev. H. C. McCook, of Philadelphia has well put it, the same leg of mutton that gives a cup of broth for a sick child, will give a dinner to a healthy man. It is the business of the teachers to slice and prepare the meat, as the young ones are able to bear it. We shall, no doubt, have "intermediate" helps and infant-class helps as now. Indeed, one most earnest plea was presented to the Committee, not to forget the "little children."

"Lesson papers do harm." Very well. You have not committed yourself to them, or to any of them, by accepting the Uniform Lesson, as shown already. "Let every teacher be fully persuaded in his own mind."

"Uniformity is of no account and should not be sought by us. Uniformity is the plea under which Romanism is defended; and to obtain it, great cruelties were inflicted on our Covenanting and Puritan forefathers." [We are exceedingly strong in our attachment to the Puritans and Covenanters—not too much so.] Uniformity is of *some* value. A uniform Sabbath, fast day, week of prayer, day of prayer for colleges, 4th of July, Thanksgiving, are all of importance. The churches want uniformity in hymns, modes of admission into the church, and other like matters, including collections for church objects. Besides, it was not the *uniformity* to which our forefathers objected, my dear friend. It was to *enforced* uniformity; and to enforced uniformity in *what they disliked for its own sake*.

"One enters school in May; another in November; a third in January; the Uniform Series will not work with them." Why not? The difficulty is no greater than at present in every school. New scholars enter with the class, and if attending school seven years—an approximate average—come round to the point at which they began, as practically students do in many colleges and seminaries.

"This system is for only one lesson a day. Some of our schools have two." Assuming this to be so good an arrangement as to deserve providing for and per-