

House of Commons only because he had a grotesque humor, is now promoted to the dignity of leading representative of a public cause. Year after year his resolutions in favor of local option were introduced, but not until 1880 were they considered seriously. Then it was that the House registered its opinion that the people ought to have the power of protecting themselves from intemperance. The resolution was subsequently reaffirmed, and a fortnight ago by a decisive majority of 87, the House declared that the best interests of the nation urgently require some efficient measure of legislation by which a legal power of restraining the issue or renewal of licenses for the sale of intoxicating liquors may be placed in the hands of the inhabitants themselves. The Government on this occasion accepted Sir Wilfrid Lawson's resolution in principle, while reserving to themselves the right in future legislation of carrying it into effect in their own way. As the Home Secretary defined the position of the Ministry, they voted for giving this power into the hands of those who were vitally interested, namely the people of the locality, but left themselves free to pronounce how the opinion of the people should be ascertained and exercised. This is a long way in advance of previous Parliamentary debates. The time seems to be approaching when temperance will be not only a popular agitation and a radical hobby, but a government question to be announced in the Queen's speech, and debated in earnest on the floor as a party issue. Public sentiment is behind it, and it is a vital question of English politics.—*New York Tribune*.

### TEMPERANCE TEACHING IN SCHOOLS.

[From a paper by S. A. Abbot, in the ALLIANCE YEAR BOOK, 1883.]

The great fundamental fact of scientific temperance is this: that men cannot indulge without physical injury in even the conventional moderate use of alcohol, that it is bad in itself in nearly all the circumstances in which men ordinarily use it. Multitudes even of temperance men ignore this fact; they have a vague idea that if every one used alcohol as prudently as the Rev. Dr. A. and the Hon. Mr. B., for instance, no appreciable harm would be done, that there would be no need of temperance societies and no need of prohibitory liquor laws. Hence another reason for spreading scientific light on this question if we would make the temperance reform permanent.

These considerations, and others of a moral nature, have led temperance reformers to turn their attention to the teaching of temperance in schools. The object is two-fold; first, to ensure the individual safety of coming men and women; and second, to lay a solid foundation for further political action against the liquor traffic. Objection will doubtless be made to a party of social reformers trying to introduce their hobby into the schools, but we believe that the transcendent importance of the end will justify the innovation. At the Forestry Congress held in Montreal last September, some of the speakers advocated the teaching of forestry in the schools, and the idea seemed to meet with approval. Now, if the culture of trees may be taught in schools, why may not the physical culture of men? We shall be told that our school and university curriculums are already too full, and that it would be cruel to the children to crowd on another subject. There is, unfortunately, too much truth in this, and the remedy is to revise the curriculums. At present we compel our youths to spend some of the most receptive years of their life in the study of languages that are spoken nowhere on earth, and in the study of some branches of mathematics that can be of no conceivable utility to the most of them except, theoretically, as a sort of intellectual gymnastics, nor is it pretended that they have any other. The teaching of these things in schools is mere pedantry, and has nothing but tradition to recommend it. Compare these doubtful benefits with those substantial and enduring ones arising from a knowledge of those great physiological laws to which we are subject every moment of our lives, by which we learn how to secure the greatest degree of physical and mental strength and efficiency, and how to avoid those errors in eating and drinking, which have been so fatal to humanity in the past—for all this is involved in the teaching of scientific temperance. A young man who is well acquainted with the physiological reasons for abstaining from alcohol has a better chance of success in life than he who, lacking this knowledge, is able to translate correctly a page of Virgil, or to prove the Binomial Theorem in Algebra, and I think there are very few parents who would not feel more confidence in his future. How then is it that "The proper study of mankind is man," yet how generally is the maxim ignored!

Several temperance text books have been prepared for the use of schools. Among them are three by Julia Colman, entitled "Juvenile Temperance Manual," "The Catechism on Alcohol," and "Alcohol and Hygiene." These works are very highly spoken of, and the "Alcohol and Hygiene" has much popularity in the States. But decidedly the best publication of this kind yet issued is the "Temperance Lesson Book," by Dr. B. W. Richardson, of England. This little book contains fifty-two short lessons, in language remarkably lucid, simple, and yet scientifically accurate. It first explains some of the most important general laws of physiology in respect to food and drink, and then builds thereon the structure of scientific temperance in relation to alcohol.

It is in the United States that temperance teaching in schools has made the most progress. The Women's National Christian Temperance Union seem to have been the pioneers in this movement, for which they have created a special department under the superintendency of Mrs. H. H. Hunt. Mr. J. N. Steans, Secretary of the National Temperance Society, New York, writes me:

"There is quite an interest in this country in the use of temperance text books in schools. Dr. Richardson's Lesson Book has been used a great deal. The New York City Schools have put it on their list as a reading book. Normal Schools in Connecticut, Indiana, and other States are using it, and thousands of copies have gone into various towns and cities all over the country."

In Massachusetts twenty per cent. of the cities and towns have introduced temperance text books into the schools. The question of the introduction of temperance teaching is left to the school committee of the city or town. Mr. Benjamin R. Jewell, Secretary and General Agent of the Massachusetts Total Abstinence Society, writes me:

"Where the text book is used the instruction is imparted either by reading or by committing the lesson, as from any other text book, making it a regular lesson. Where the pledge is circulated in the schools an address is given by one of our agents, the consent of the School Committee being first obtained. Our State Society solicits this permission from the School Committee, and we pay the speakers or agents. Sometimes when I address schools I use diagrams, but not often. With each year the use of a text book is becoming more general in the State. The permission to address the school or circulate the pledge is given by the School Committee; the State has nothing to do with it."

The Society above mentioned also offer money prizes for the best essays on "The Evil of Intemperance and its Remedy," open to competition in the High Schools, Grammar Schools, or ungraded Schools.

In Minnesota the State Legislature last year enacted a provision by which the schools of the State are allowed to teach "temperance, sobriety, good manners, &c." The Superintendent of Education writes that Minneapolis and two or three other cities have commenced temperance teaching in the public schools.

In Connecticut the State Legislature, in March, 1882, enacted the following:

"Section 1. If in any town twelve persons of adult years shall petition the Board of School Visitors to order instruction in the public schools concerning the effects of intoxicating beverages on individuals and on the community, the Board of School Visitors shall consider this petition, and by a formal vote decide whether or not to grant its request.

"Section 2. If any persons feel aggrieved by the decision thus made by the Board of School Visitors, then, upon the petition of twenty legal voters of the town, the question shall be submitted to the next annual town meeting, which shall have power to finally decide it for one year."

In Vermont the Legislature has just passed an act relating to the study of physiology and hygiene in the public schools, which says that "special prominence" shall be given "to the effects of stimulants and narcotics upon the human system," and that "text-book committees shall select and recommend a text-book on elementary physiology and hygiene for use in their respective towns."

In Colorado the citizens are petitioning the Legislature to enact a law similar to that of Connecticut, providing for temperance instruction in schools.

In Canada initiatory steps have been taken in most of the Provinces to introduce the subject into schools.

Respecting the instruction given in the Normal School of New Brunswick to the teachers in training, the Board of Education has specially provided as follows:

"With a view to securing the most efficient carrying out in the schools of the Province of the requirements of the course of instruction respecting lessons on the conditions of health, it is ordered by the Board of Education that the instruction given in Hygiene in the Provincial Normal School shall, among other things, emphasize the importance of temperance (including the chemistry applicable to this subject) as set forth in the prescribed texts of Dr. B. W. Richardson (Temperance Lesson Book) and Dr. Brown (Physiology and Hygiene)."

In Nova Scotia the Board of Public Instruction has ordered,—

"That the "Temperance Lesson Book" of Dr. B. W. Richardson be placed on the list of works recommended for the use of teachers; that trustees of schools be requested, as far as practicable, to place a copy of this manual on the teachers' desks with other books of reference, and that teachers be instructed to give to their pupils orally, according to their age and capacity, the substance of the lessons contained therein."

In Great Britain a good deal has been done in this direction, but so far I have not been able to gather much definite information on the point. In the *Journal of the Scottish Temperance League* I observe a report of a conference between the Directors of the Edinburgh Band of Hope Union and upwards of fifty of the public school teachers, upon the subject of temperance teaching in the public schools. The prevailing idea was that public school teachers should be abstainers, and that they should teach abstinence by precept.

The *Scottish Temperance League* has adopted the excellent plan of yearly entertaining the students of one or more of the universities at a conversation where amusement is mingled with temperance instruction by addresses by eminent physicians and divines.

Now, what is the most feasible and effective mode of teaching scientific temperance in our schools? In my opinion it is by oral instruction accompanied by object lessons. Having first obtained permission from the proper school authorities or by legislation, let a properly qualified person, gifted with the tact of presenting physiological truths to young persons in a manner at once interesting and instructive, visit the schools, the teacher arrang-