

Note "mixed wine". Modern adulterations bring about some of the most serious evils of drunkenness.

3. *The safe method*, v. 31. This is defined as absolute abstinence, avoiding the very appearance of evil. Note the additional temptation when men actually see the wine, and the wisdom which prevents this temptation. Whatever may be said of legal prohibition, personal abstinence is absolutely safe and successful.

4. *The terrible consequences of excess*, vs. 32-35. Review the main facts. The agony is likened to the sting of a serpent. There is also the perversion of the imagination, the degradation of personal integrity, the utter disregard of personal safety, and the abnormal desire for further intoxication. Any or all of these aspects of alcoholism can be abundantly illustrated from the life of modern society. The teacher should seek to impress the terrible lesson which warns against the destruction of manhood. Drink so ruins men as to exclude them from the kingdom of God, 1 Cor. 6 : 10. Possibly the agitation for legal prohibition has led to neglect of the moral principles applicable to the individual, and the necessity there is that the individual should be saved. The ideal of Christianity is a man strong within, who is invincible because of his inner integrity. The teacher should seek to inspire the class with resolution in manhood and womanhood. The pledge has value, but nothing short of personal salvation brings the best life to the individual.

For Teachers of the Boys and Girls

THE TEACHERS MONTHLY is for use at home, not in the class. But an exception may be made for this Sabbath, so that the scholars may see in a novel form the well-worn temperance passage which constitutes the Lesson for the day. It may thus come to them with fresh power. The teacher might loan his TEACHERS MONTHLY to copy out the passage as it is arranged, or, if it can be done, might have a typewritten copy of it for each scholar made beforehand. The fresh arrangement is quoted in Peloubet's Notes from The World Evangel, and is simply the passage as it reads in the Revised Version, with suggestive headings. It is as follows :

THE DRUNKARD'S PROGRESS

A DIRGE OF DRINK

I.

AN ENIGMA OF THE AGES

Who hath woe ?
Who hath sorrow ?
Who hath contentions ?
Who hath complaining ?
Who hath wounds without cause ?
Who hath redness of eyes ?

II.

THE CURT ANSWER OF WISDOM

They that tarry long at the wine ;
They that go to seek out mixed wine.

III.

A STRICT MORAL POINTED

Look not thou upon the wine
When it is red,
When it sparkleth in the cup,
When it goeth down smoothly :

IV.

THE BITTER END

At the last it biteth like a serpent,
And stingeth like an adder.
Thine eyes shall behold strange things,
And thy heart shall utter perverse things.
Yea, thou shalt be as he that lieth down
In the midst of the sea,
Or as he that lieth upon the top of a mast.

V.

THE DRUNKARD'S LAST WAKING SOLILOQUY

They have stricken me,
And I was not hurt ;
They have beaten me,
And I felt it not :
When shall I awake ?
I will seek it yet again.

Have five of the scholars prepared each to read aloud or recite a section of the passage, as above. Complete this before asking questions or making comments.

For two or three weeks before the Lesson, have the scholars cut out from the newspapers every item concerning both intemperance and temperance. Let these be handed to the teacher the Sabbath previous, or mailed to him during the week, and let him select and classify, and then hand back to the scholars to read in the class. The clippings will prove a powerful application of the Lesson.