

Sabbath Reform.

Remember the Sabbath-day, to keep it holy. Six days shalt thou labor, and do all thy work; but the seventh day is the Sabbath of the Lord thy God.

THE SABBATH, MAN'S FRIEND.

We think the religious teachers of our time are awaking to the fact that the Sabbath is not the foe, but the friend, of men. Or, to put it in the words of the Master, "The Sabbath was made for man and not man for the Sabbath."

But there is another fact, of which these good people are ignorant, or to which they have willfully shut their eyes; and that is, that in the nature of the case Sunday has no divine sanction as the Sabbath; and, therefore, the fight to maintain it against the popular demands for Sunday amusements must forever be a hopeless one.

We give below some extracts which show how men are now teaching on this subject: "Bishop Ryle of Liverpool says: Tell the working classes that if the Lord's-day is ever turned into a day of play and amusement, it will soon become a day of labor and work."

Dr. Robinson, whose long residence abroad qualifies him for speaking knowingly upon the subject, gave, last Sunday, a graphic description of a Sabbath in Marseilles, as an illustration of the "Continental" Sabbath.

Let it be noted that the observance of the first day of the week has never been appointed as a memorial of the resurrection of Christ. The idea that we must keep Sunday to commemorate the resurrection of Christ is cunningly instilled into the minds of men; but it is wholly without foundation—a mere human invention.

"SHALL WE KEEP SATURDAY OR SUNDAY?"

Let it be noted that the observance of the first day of the week has never been appointed as a memorial of the resurrection of Christ. The idea that we must keep Sunday to commemorate the resurrection of Christ is cunningly instilled into the minds of men; but it is wholly without foundation—a mere human invention.

But again, there is no consistency in this Sunday memorial. What is there in the event of Christ's resurrection to indicate that it should be commemorated every week?

Nothing. With the Sabbath the case is far different. When that was instituted, a period of just seven days was covered. Six of them were devoted to labor and one to rest. And these events, created the cycle of the week, permanently setting apart its last day to rest from labor, and to sacred uses.

We are next asked to consider on what day the apostolic churches assembled for worship. Let the reader ever bear in mind that it does not matter how much honor the disciples paid to Sunday, nor how often they devoted it to meetings. That does not release us from the original Sabbath, unless that law has been repealed; and this matter must not be left to inference or guess-work.

Under the head of apostolic practice, much stress is laid upon Acts 20: 7. The reader is familiar with the narrative. Paul came to Troas, and tarried with the disciples seven days. The time having at length arrived for him to depart, the disciples came together to hold a parting meeting and to break bread.

Our First-day friends who try to use this text to sustain Sunday-keeping find they have an elephant on their hands, which, before they get through with him, steps his whole weight on their argument and crushes it into the ground. Does the text say that they met to keep the Sabbath?—No. Does it say that this was their ordinary time of meeting?—No; in the Greek there is simply a noun and its participle—"the disciples having come together."

Education.

"Wisdom is the principal thing, therefore get wisdom; and with all thy getting get understanding."

THE AMERICAN COLLEGE.

For so proud and independent a people, we Americans are often singularly unappreciative of our own; and this needs to be said of our attitude toward our colleges, and growing university system.

We have been told so often that we are young in matters like these, and have heard so much of the hoary years of Oxford and the university methods of Germany, that it has wholly escaped many of us to inquire whether it takes so many centuries to set a-going a good school, and whether there is so much mystery in the art of teaching as to be wholly beyond the good sense and capacity of the American people.

One thing is certain, a great deal has been thought and done about it in this country, in dead earnest, with much prayer to God on the subject, much consultation on the part of teachers with each other, and a great deal of self-sacrifice and hard work to get the funds together to build up the colleges we have, and keep them to the very best work their managers know anything about.

This is very much the way in which good work has always been done the world over; and when we manage to shake off the nightmare about Oxford and Germany and the tremendous university phantasmasoria that gives some of our college presidents such a load on the chest, it is not so difficult as some of these perturbed and perturbing gentlemen would have us believe, to discover

er traces of an American system already pretty well advanced in this country, and altogether too promising in its relation to the general school system, and in its capabilities both for good work as it stands and for further development, to be broken up. The liberal educational course has been developed in this country into the three grades of preparatory schools, colleges and professional schools. There is need of much to be done in the perfecting, adjusting, funding and development of the educational system in each of these grades.

They have turned out lawyers, physicians, ministers, who did their work well in their day. As science has grown and come to make a larger demand for recognition, the system has shown its adjustability to the new demand. Enough, at least, has been done at our great centers of learning, in the way of building up schools for the study of science in all its branches, to indicate the method to be pursued, and to make it plain on what line and on what general method the American system can most naturally develop to meet new educational wants, as they arise.

At the present time a new want exists, and is making itself felt more and more in the demand for better facilities for advanced study. This is what the university proper is to do for the students who restore to it. It is not a true university until it is able to furnish any and every student in any line of human learning with competent instruction.

What our colleges require to fit them to do this work is further endowment and development in the line of post-graduate schools, and not to have their academic courses turned topsy turvy. The trouble does not lie in what they are doing now, but in their inability to go far enough with their work.

The evil cannot be met by putting Greek out and something else in, nor by treating the boys as if they were advanced some two or three years further than they are. The thing to do is to build up alongside of the professional schools, parallel with them, and on much the same basis, post-graduate schools or courses. What they are called is of no consequence, provided they do the work. The controversy over optionals in the curriculum, and compulsory Greek, or compulsory anything else, will settle itself; just as now, when a man goes to a law school to study law, to the seminary to study theology, or to the medical school to be trained as a physician, he has already had his option in the choice he has made.

The peculiarity of the American system is that the college course falls on a period of student life which is not advanced beyond the need of academic direction and restraint. The thing to be done is not to go into the colleges, and attempt to make everything over, and adjust them to a state of things which works well enough in Germany, but for which the preparatory schools are wanting here, and the young men in the college are not ready. The thing to do is to carry the college system on, and to give it a new development by founding more post-graduate courses, and providing, in connection with every well-equipped institution, men competent to teach in all branches of learning. This will be the American university.—Independent.

WOMEN IN ENGLAND.

"Of the benefits that could be conferred upon England," said Lord Shaftsbury, the other day, "none would be so great as the emigration of from 200,000 to 300,000 women." Even after that drastic operation, there would still remain a surplus of nearly half a million women over men in the United Kingdom. This naturally leads to the encroachment of women upon many fields of industry hitherto monopolized by men.

When Syrian boys go to school they take off their shoes and leave them outside the door but they keep their caps on. Sometimes there are 100 shoes all in a big pile, and when the school is over the boys all rush out and kick and pull to find their own shoes. And in school the boys all sit on the floor and study out loud. They rock themselves back and forth and try to see which can scream the loudest, for if one of them stops the teacher whacks him with his stick.

CLIPPINGS.

Professor Agassiz's gifts to Harvard College during the last thirteen years amount to more than \$500,000.

The opening of the new building of the Mt. Hermon Boys' School at Gill, Mass., organized by M. Moody, occurred on the 20th of May.

Mrs. R. B. Hayes has bought and fitted up a house in Savannah, Ga., where colored girls can be thoroughly trained in skilled house-keeping.

There are 4,000 public libraries in the United States containing more than 15,000,000 volumes, toward the support of which \$3,000,000 are annually paid.

The Missouri Legislature has passed a law providing for the teaching in public schools of the effects of alcohol and narcotics on the human system.

Divine grace educates the intellect as well as the feelings; the reasoning faculties of the mind as well as the best affections of the heart; consecrating both alike to the service of the Saviour.

The educational system of Japan dates from the third century of our era. It includes 29,081 elementary schools, 172 middle schools, and a university with departments of law, science, medicine, and literature.

The Journal of Education thinks that a large amount of benevolent funds from the North has been unwisely expended in the South, and wasted through ignorance of what was already doing in the public schools and other educational enterprises.

A writer in the Overland Monthly discussing the question "How Shall We Educate Our Boys?" says: "It is interesting to know that whereas, formerly, men went to the universities only to prepare for the professions, now, many business men, merchants and manufacturers, and even well-to-do farmers and tradesmen, are giving their boys the advantage of the higher education, although destined them to follow their own pursuits."

Temperance.

"Look not thou upon the wine when it is red, when it giveth his color in the cup, when it moveth itself aright."

"At the last it biteth like a serpent, and stingeth like an adder."

ALCOHOL AND ITS PHYSIOLOGICAL ACTION.

GEORGE L. CURTISS, M. D.

The base of all intoxicants is alcohol. An ounce of pure alcohol taken into the stomach will, in many cases, produce death in a few minutes. In many cases, in two minutes death will occur; while in others, ten or fifteen minutes would elapse. But come when it would, death would be sudden. It is a rank poison. The world call it a toxicant, and say that one under its influence is intoxicated, little dreaming that such are but names for a poison and the effect of a poison.

Table listing alcohol percentages in various drinks: Alcohol (25 per cent), Fusil acid (10 per cent), Ferrotin (4 per cent), Acetic acid (10 per cent), Water (45 per cent).

In some cases sulphuric acid is introduced to add firmness and sparkle. India cockle is added to beer. Tobacco has been soaked, and the liquor added to give a rich color. Juniper berries are said to add to the flavor of gin, while adding to its deadliness.

Alcohol is the antagonist of every organ of the body, and impedes or wholly prevents their functions. Not an organ escapes. When used as a beverage, or in any manner taken into the system, it attacks either the stomach, bowels, liver, kidneys or urinary organs, the heart, lungs, brain, nerves or muscles, the skin, arteries, lymphatics or veins. It is not known that any part of the system escapes unless it be the bones, and I am sure it attacks even these. Of course, in the same individual, it does not attack all the organs alike, but it seems to select the weakest, the most defenseless, and corrupts it.

away, leaving the muscles and blood vessels directly exposed to the action of the alcohol. Now come ulcers of the stomach, and finally cancer. Alcohol prevents digestion, preserving the food in the stomach in much the same condition as a piece of meat or dead snake is preserved in a bottle of alcohol and water. In attacking the liver it may produce several diseases, perhaps the most terrible is the "hobnailed liver."

While alcohol attacks the kidneys it may produce any of the various forms of Bright's Disease. It may be albuminuria or the sloughing of casts or membrane of the uriferous tubes, whose office is to eliminate from the blood urea; or it may produce the waxy or lardaceous kidney, or even cancer of the kidney. Most of these diseases are followed by dropsy. Few deaths are more horrible or painful than those by dropsy. Should it attack the brain it soon hardens the albuminous fluid in the ventricles of the brain, and then attacks the brain substance. It attacks the heart, producing rapid and unnecessary action. If a heart beat normally 70 times a minute alcohol may cause it to beat 20 or 30 additional beats per minute, or 90 or 100 per minute.

The post-mortem of 70 cases from the excessive use of ardent spirits revealed the following:

- 1. Congestion of the scalp and of the membrane of the brain, with much serous (watery) effusion. The substance of the brain was white and firm, as if it had lain in alcohol for one or two hours.
2. The lungs were not always but frequently congested or inflamed.
3. The heart was flabby, enlarged, dilated, and loaded with fat outside; the blood in it of a cherry red color, and with no tendency to coagulate.
4. The stomach was perfectly white, and thickened in some cases; in others having patches of chronic inflammation. In the worst cases a large portion of the stomach was covered with that species of inflammation which causes the blood to be poured from the minute veins.
5. The liver was enlarged—in old drunkards weighing from six to twelve pounds.
6. The omentum—a sort of apron which immediately covers the abdomen in front—was loaded with a gray, slushy fat.
7. The kidneys were enlarged, flabby, and infiltrated in numerous spots with whitish matter.
8. The small intestines were filled with bile, and coated with a tenacious mucus.
9. The blood was in a very fluid condition, having but little fibrine, but much albumen and fat.
10. The whole body, except the brain, decomposing very rapidly.—South-Western Christian Advocate.

TEMPERANCE IN SABBATH-SCHOOL.

When you come to a lesson, and they are many, by which the duty of temperance can be enforced, show that it is the revealed will of God that we should abstain from whatever makes us less clean, less wise, and less useful in his service. We find these points so well stated in an English paper that we quote them: "At home and at school the boys should be taught the natural effects of alcohol upon the processes of human life. First, they should be taught that it can add nothing whatever to the vital forces or to the vital tissues—that it never enters into the elements of structure; second, they should be taught that it destroys the operation of the brain, and that the mind can get no help from it that can be relied upon; third, they should be taught that alcohol inflames the baser passions and debases the feelings; fourth, they should be taught that an appetite for drink is certainly formed in those who use it, which destroys the health, injures the character, and, in millions of instances, becomes ruinous to fortunes, and to all the high interests of the soul; fifth, they should be taught that pauperism and crime are directly caused by alcohol. So long as \$2,000,000 are daily spent in England, and \$2,000,000 per day in the United States, leaving little else to show for its cost but diseased stomachs, degraded homes, destroyed industry, increased pauperism, and aggravated crime, the boys should understand the facts about alcohol, and be able to act upon them in their earliest responsible conduct."—The Baptist Teacher.

