

National Temperance Study Course

JUNIOR LESSON

Lesson Three—October 26th

JACK STARTS TO PLAY HOCKEY AND JANE LEARNS TO KNIT

(By RUTH LUCAS SMITH)

School was over and Jack rushed home. "We're having a hockey practice, Mum. Have we got any extra mitts?" asked Jack. "It's not that cold yet, is it?" asked Mother.

"Oh, I have mine all right, Mother, but Charlie from down the street hasn't any, and his hands are red and getting sore," replied Jack.

"Well, lend him those blue ones of yours," said Mother. "I should give them to him," said Jack. "He doesn't seem to have any warm clothes to wear, and there isn't much furniture in his house. He has a little sister, too, and his mother said she couldn't go out because it was too cold."

"Is his dad working?" asked Mother.

"I think so," said Jack. "I must hurry to the practice. I hope I can be goalie. Thanks for the cookies, Mum. Good-bye."

At supper, Jack was very tired but happy. He was sure that his hockey team was going to be the very best. He began to list the rules they had made for all members to follow:

1. Eight hours sleep every night with the window open.
2. Three glasses or more of milk a day.

"You know, Mother," said Jack. "On the way home Charlie said he didn't think he could belong to our hockey team because he couldn't always have milk to drink. His mother gives him tea. She told him to drink cocoa to warm up when it's real cold."

"Did you find out if his dad is working?" asked Mother. "It seems to me there is something wrong in that family—no milk and no mitts."

"I have an idea what's wrong," said Dad. "Last week I saw Charlie's dad going home. He couldn't walk very straight, and he was carrying a box from the liquor store, which means there is too much money going into alcohol in that house, and children have to do without food and clothing."

"Maybe I could give the mitts I'm knitting to their baby," said Jane.

"I think you should make a pair for me," said Jack. "I gave my blue ones to Charlie today because he didn't have any."

"Oh, that is an idea!" said Jane. "Maybe our knitting club should knit mitts for the hockey team. I'll ask the girls what they think on Friday when we meet. I walked home with Shirley Baker today afternoon, and she said she hated to go home because she knew there wouldn't be any lunch ready, and that her mother was very cross. I told her I'd ask you, Mum, if she could have lunch with us, but she said her mother wouldn't like that."

"What was her mother cross about?" asked Dad.

"On our way back to school she told me it was all because her mother had too many cocktail parties; that is what her Aunt Margaret said. She also said it was hard to stop once you start, and people just keep on having more and more of them. She told Shirley you don't think very fast when you drink cocktails, and that you just think you're having a good time. But you feel cross afterwards."

"That's just what Mrs. Richardson told us last year at Bruce's birthday party. Shirley always said when she was 18 she was going to have cocktails at her birthday party, but she told me today that she had changed her mind. I said that was good because I wouldn't have gone to her cocktail party, and most of the other girls weren't going, either."

"Well! Well! Such neighbours as we have!" said Dad.

"Oh, yes, it certainly sounds bad tonight," said Mother. "But think of all the good neighbours we have who don't drink. Perhaps we can help those who do, to stop."

"Yes," said Jane. "I'm going to help Shirley. I told her that last year I had signed a card at Sunday School saying that I promised not to drink alcoholic beverages, and if she wanted to sign one I would go with her to the superintendent and ask for one."

"Is she going to?" asked Jack.

"Oh, I think so," said Jane.

"Well, I think I'll go and call Charlie's dad with Mr. Brown, who has found a way to help drinkers through his A.A. group." (Alcoholics Anonymous—see Story 1.)

"We're becoming quite a missionary family," said Mother.

"I will be a friend to Charlie; what will you do, Mother?" asked Jack.

"I'll invite his mother over for a cup of tea and ask her to bring the baby. I'll be a friend to her, and then we will have the whole family working for them."

"That reminds me of the memory verse we had a couple of Sundays ago," said Jane. "They helped everyone in his neighbour; and everyone said to his brother, Be of good courage." Isaiah 41: 6.

"That is a fine verse for us all to remember. Let us ask God to give us courage in helping these people," said Dad.

INTERMEDIATE—SENIOR LESSONS

Lesson Three—October 26th

WHEN ALCOHOL ENTERS THE BODY

What happens to alcohol when it enters the human body? The answer to this question is determined in part by the fact that alcohol does not require digestion as is the case with bread and meat. That being the case, it is absorbed through the stomach wall into the blood stream directly, much like a piece of blotting paper absorbs ink. Moreover, this process begins as soon as the alcohol reaches the stomach. As a rule not all the alcohol that is drunk is absorbed by the stomach wall. The balance passes out of the stomach into the small intestine and is absorbed there.

How fast does this absorption take place? The answer will determine how soon after drinking a person's conduct will be affected. When the alcohol is absorbed through the wall of the stomach or intestine, it passes directly into the blood stream. As the blood circulates, it carries the alcohol to the various parts of the body, including the brain. It is when it reaches the brain that it begins to make the drinker act abnormally.

The human brain differs from that of the lower animals in the high development of the cerebellum, or large upper part of the brain. This is the part which looks after the higher thought process, judgment, discrimination, and our sensibilities which make us human as distinguished from the brutes. It is the first part of the brain to be affected by alcohol.

To understand the effect on the brain, and hence on conduct, we must remember that alcohol is an anaesthetic. As such, its effects are much like those of any other anaesthetic such as ether. It gradually and progressively puts the brain to sleep.

One of the first noticeable effects of alcohol on the drinker is that he talks more freely and boisterously. When this happens to an ordinary quiet and reserved person, folk sometimes conclude that the alcohol is a stimulant. But this is not the case; it is actually a depressant. What happens is that alcohol takes the inhibitions off the ordinary person, and he is restrained by what the psychologists call inhibitions. We may feel like throwing a book or stone through a window, but we don't do it. We may be listening to a lecture and feel like interrupting by asking questions or objecting to some statement, but we are held back from doing it. We may feel like staying away from school and going fishing or to a show, but are restrained from doing either; we go to school as usual. These restraints or inhibitions are the brakes on our conduct, and, as was said, alcohol in our brain slackens these controls.

One has difficulty in pronouncing words correctly, or, as is commonly said, one's tongue becomes thick. At the same time several other changes are taking place. The person loses the power to control his muscles and to make them work together properly, as is shown by his staggering as he tries to walk. He loses the power to think straight, and in other ways is affected. The world today is in need of well-controlled, well-disciplined brain power. The cortex or forebrain is the most valuable thing we have in the world. It is more valuable than gold, or uranium, or atomic energy. It is what makes us humans; it is what has produced our civilization. Can we afford to decrease its efficiency, and in the end destroy it?

The extensive way in which men across the centuries have used alcohol and depended upon it has been called "humanity's major handicap."

Now if a person continues to drink after his higher brain is affected, and the concentration of alcohol in the blood continues to increase, his lower brain will soon be affected, too. His use of his muscles is interfered with, and his involuntary actions including breathing deteriorate.

Now, as we said, the presence of alcohol in the blood that reaches the brain causes an impairment of mental processes, such as the flow of thought. Are there any

ways of measuring this impairment or decrease of efficiency? Those who study man's mental life, the psychologists, have devised tests to measure intelligence, and to determine our differences in intelligence. Perhaps you have had your intelligence measured at school and recorded in terms of an I. Q. (Intelligence Quotient) rating. One item sometimes used in such tests is an association test. Before reading any further you might try such a test on yourself. Write down the first three words that come into your mind when you read the word pen. The chances are that the words you thought of were, ink, paper, letter, or perhaps school, blue or red. One ordinarily responds with words indicating use, characteristic, or a similar thing mentioned. With the amount of alcohol in his blood which follows the drinking of an ounce or two of whiskey, a person responds with such words as penny, pep, pet—words having no logical connection with the stimulus word. It seems clear that in such a case the alcohol has had an injurious effect on the person's power of reasoning. Without the alcohol the answers were quite superior, were logically related to the stimulus.

Thinking is, of course, a varied function. There are many kinds of reasoning. One of these is the matter of making judgments. One test of judgment is the ability to name opposites. Tests have shown that this ability was decreased by 29 per cent. after drinking the amount of alcohol in one ounce of whiskey. Two or three ounces decreased the ability by 52 per cent.

Judgment plays an important part in nearly everything we do—in driving a motor car, for example. How far is one from another car or from a pedestrian? In how short a distance can one bring the car to a stop? At what speed is the car travelling? These are some of the judgments involved. Several experiments have shown that alcohol in the system impairs the judgment in these cases. After drinking the equivalent of one ounce of whiskey, the average number of drivers tested on a given course actually took a shorter time but felt that they were taking longer to cover the distance.

Memory is another function of the mind that is easily investigated. If you memorize a verse of the Bible, a list of Latin or French words, and write from memory what you have learned, with let us say, two mistakes, then the next day write it again and have four mistakes, you know that your ability to recall has decreased. After drinking one or two ounces of whiskey, recall is reduced right away by 12 per cent. If the amount of alcohol is increased to that contained in four ounces of whiskey, recall suffers a loss of 42 per cent.

The question has often been asked, "Does alcohol cause any permanent damage to the brain?" After a person has drunk even a comparatively small amount of alcohol, the brain becomes affected in the ways that have been mentioned. But after the alcohol has passed out of the body the brain shows rapid recovery. However, like any highly developed mechanism, the brain does show the effects of repeated abuse. We can overload a car one or twice, or force it on a hill beyond reason, without causing any apparent injury. But continue to abuse it in that way and sooner or later it will show the effects. It is the same with man's distinguishing feature, the forebrain, with this difference: that a valve or even the motor of a car can be replaced, but there is no way to replace damaged areas of the brain.

Perhaps the best places to look for the effects on the brain of continued drinking are the mental hospitals. Some years ago a study was made in the United States which led the investigator to the conclusion that "more than one-

Cavendish S.S. Rally Day Service

The Rally Day service of Cavendish Community Sunday School was held in the United Church on Sunday evening, October 26th, with a good attendance.

Mrs. Jeremiah Simpson presided over the program which was very pleasingly rendered throughout. The theme was, "Let us now prepare to build." The music was in charge of the organist, Mrs. Reginald Simpson.

Beverly Simpson read the Scripture Lesson and prayer was offered by Mrs. Alfred Moore. Special numbers were added to the regular program as follows, recitations by Barbara Stevenson, Margaret Simpson, Ian McCoubrey and Nellie Andrew; solo by Winnelee Clark and a duet by Elizabeth Brooking and Doris Andrew; a chorus by the junior girls.

Mrs. George Gough gave a challenging address based on the theme: "Why do we need a Sunday School?" which revealed how important it is that parents should encourage regular attendance.

The beginners gave an exercise and sang "Jesus Loves Me," and Mrs. Gough then asked them questions from the Catechism which were readily answered. A beautiful pageant, "The King of Glory," was presented by the Intermediate class. Mrs. Gough and Mrs. Reginald Simpson presented attractive attendance cards to the pupils of the classes.

Mrs. John McNeill and Mrs. Cedric Simpson capably directed the pupils in the learning of their exercises. The offering was received by Barbara Stevenson and Nellie Andrew.

The Sunday School will be closed until the spring, but the Temperance lessons were distributed, and also memory work to be prepared during recess period. The closing hymn, "Rise Up, O Men of God" was sung, followed by benediction.

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Painting Presented To Cavendish School

An impressive ceremony was held in Cavendish schoolroom on the afternoon of October 23, when the members of Avonlea Women's Institute presented a beautiful painting of a local scene, the work of Miss L. Hazard, to the school, in loving memory of Mrs. Allan Wyand, who had devoted much thought and time to the improvement of the school.

Miss Mary Stewart presided, opening the service with the Island Hymn. Mrs. M. J. Doyle in a very fitting discourse explained the reason for the gathering, which consisted of Institute members, friends and loved ones, as well as Miss Robin, Mrs. Manning and Mrs. Herring.

Mrs. Jeremiah Simpson was then called upon to unveil the memorial, and two minutes of silence followed. Several offered their tribute to this beloved departed member, whose memory will live on.

Mrs. Ralph Burdett, on behalf of her pupils, extended thanks for this beautiful picture which will adorn the classroom. "The Queen" a delicious lunch was served by the members.

—A. Y.

New Glasgow and Vicinity

The many friends of Mr. Huntley Dingwell are happy to know he has made a complete recovery from an attack of virus pneumonia.

Mr. and Mrs. Vernon Hill have returned from their honeymoon and will shortly take up residence in Hunter River.

Mrs. O. C. LePage and Miss Edna LePage have returned to their home in the City, after spending a few days at the home of Mr. and Mrs. Warfield Orr.

Mrs. George Dickleson (nee Ruth Dickleson) who has spent the past couple of months at her old home here visiting relatives and renewing many friendships has returned to her home in Vancouver.

Mr. George H. Robertson was a recent visitor at the home of Mr. and Mrs. Warfield Orr.

Mr. Billie Andrew, accompanied

by his sister, Miss Nellie, attended the concert in Granville recently.

Mrs. Murray Orr and her little daughter Beaulette are on an extended visit to Toronto, where they are the guests of Mrs. Orr's sister, Mrs. Robert Young and Mr. Young.

During the fall holidays Mayfield School was entered by some destructive persons, who left the school in an unpleasant condition for pupils and teacher to resume work. It is to be hoped the culprits will soon receive their just reward.

Mr. William Matheson, who is employed by Mr. Millar Orr, had four friends from his native country Germanv, visit him recently.

Mrs. Fenner Stewart, Mrs. George McCoubrey and Mrs. Loren Stewart have returned home, after a pleasant visit in Booton with relatives and friends.

Among those attending the annual temperance convention on Monday October 27th were Rev. and Mrs. George Gough, Mr. and Mrs. Jeremiah Simpson and Mrs. B. Andrew.

Mrs. Reg. Fraser, accompanied by her son John, were guests of the former's sister, Mrs. Millar Orr, recently.

Mrs. Dan McFayden returned to her home on Tuesday, October 28th after being a patient in the P. E. Island Hospital for the past couple of weeks. Her many friends will be happy to learn of her recovery.

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DAILY CROSSWORD

ACROSS

1. Joint of a stem of grass (Bot.)
2. Vase with a pedestal
3. Falsehoods
4. Personal pronoun
5. Reaches across
6. A door joint
7. High (mus.)
8. Removed (print.)
9. Give up
10. Heaps
11. Understand (coll.)
12. Sea eagle
13. Cloak
14. Two
15. Jargon
16. Half an em horse's neck
17. An age
18. An age
19. Covers low, tufted
20. Bugs
21. Assistant
22. Shore bird
23. Revolves
24. Forest
25. Entire amount
26. Clasp of a book
27. Style
28. Present in brief
29. In (prefix)
30. Rugged mountain crest
31. River (It.)
32. Barrel timbers
33. Swabs
34. Cut for insertion in a mortise
35. Conceals
36. Contest of speed
37. Asterisk
38. Down
39. Article of virtue

DOWN

1. Harvests
2. Most secure
3. An early settler
4. Desire
5. Bone
6. Garden tools
7. Ruin
8. Goddess of peace
9. Higher
10. In place
11. Delicate, low, tufted plant
12. 39. Send forth
13. 42. Miscellany
14. Room in a harem
15. 44. Room in a harem
16. High school (abbr.)

STAFF REMAN

YESTERDAY'S ANSWER

39. Send forth
42. Miscellany
44. Room in a harem

DAILY CRYPTOQUOTE—Here's how to work it:

**AXYDLBAAXE
BLONGFELLOW**

One letter simply stands for another. In this example A is used for the three L's, X for the two O's, etc. Single letters, apostrophes, the length and formation of the words are all hints. Each day the code letters are different.

A Cryptogram Quotation

**PFVBWTRAT, BKTFLERLVSLE YV
BTMPYV AQLRT KTH, LE WLPT M
KTMREYHVFAKVHET—ZOMHWTE**

Yesterday's Cryptogram: GRIM-VISAGED WAR HATH SMOOTHED HIS WRINKLED FRONT—SHAKESPEARE.