

is a copy of the bill passed by the Legislature of Pennsylvania something over a year ago

*Section 1.* Be it enacted by the Senate and House of Representatives of the Commonwealth of Pennsylvania, in General Assembly met, and it is hereby enacted by the authority of the same: That Physiology and Hygiene, which shall, in each division of the subject so pursued include special reference to the effects of alcoholic drinks, stimulants and narcotics, upon the human system, shall be included in the branches of study, now required by law, to be taught in the common schools, and shall be introduced and studied as a regular branch by all pupils in all departments of the public schools of the Commonwealth, and in all educational institutions supported, wholly or in part, by money from the Commonwealth.

*Section 2.* It shall be the duty of county, city, borough superintendents, and boards of all educational institutions receiving aid from the Commonwealth, to report to the Superintendent of Public Instruction any failure or neglect on the part of boards of school directors, boards of school controllers, boards of education, and boards of all educational institutions receiving aid from the Commonwealth: to make proper provision in any and all of the schools or districts under their jurisdiction for instruction in Physiology and Hygiene, which, in each division of the subject, so pursued, gives special reference to the effects of alcoholic drinks, stimulants and narcotics, upon the human system, as required by this Act; and such failures on the part of directors, controllers, boards of education, and boards of educational institutions receiving money from the Commonwealth, thus reported, or otherwise satisfactorily proven, shall be deemed sufficient cause for withholding the warrant for State appropriation of school money, to which such district or educational institution would otherwise be entitled.

*Section 3.* No certificate shall be granted any person to teach in the public schools of the Commonwealth, or in any of the educational institutions receiving money from the Commonwealth, after the first Monday of June, Anno Domini, one thousand eight hundred and eighty-six, who has not passed a satisfactory examination in Physiology and Hygiene, with special reference to the effects of alcoholic drinks, stimulants and narcotics upon the human system.

And here is a copy of the act as passed by New York State about two years ago

#### AN ACT

##### RELATING TO THE STUDY OF PHYSIOLOGY AND HYGIENE IN THE PUBLIC SCHOOLS.

The People of the State of New York, represented in Senate and Assembly, do enact as follows

*Section 1.* Provision shall be made by the proper local school authorities for instructing all pupils in all schools supported by public money or under state control, in physiology and hygiene, with special reference to the effects of alcoholic drinks, stimulants and narcotics upon the human system.

*Section 2.* No certificate shall be granted any person to teach in the public schools of the State of New York, after the first day of January, eighteen hundred and eighty-five, who has not passed a satisfactory examination in physiology and hygiene, with special reference to the effects of alcoholic drinks, stimulants and narcotics upon the human system.

But the American people have gone even further than this on this subject, and on the 20th day of May last, President Cleveland signed the following bill.

"A bill to provide for the study of the nature of alcoholic drinks and narcotics, and of their effects upon the human system, in connection with the several divisions of the subject of physiology and hygiene, by the pupils in the public schools of the Territories and of the District of Columbia, and in the Military and Naval Academies, and Indian and colored schools of the Territories of the United States.

"Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, that the nature of alcoholic drinks and narcotics, and special instruction as to their effects upon the human system, in connection with the several divisions of the subject of physiology and hygiene, shall be included in the branches of study taught in the public schools, and in the Military and Naval Schools, and shall be studied and taught as thoroughly and in the same manner as other like required branches are in said schools, by the use of text-books in the hands of pupils where other branches are thus studied in said schools, and by all pupils in all said schools throughout the Territories in the Military and Naval Academies of the United States, and in the District of Columbia, and in all Indian and colored schools in the Territories of the United States.

*Section 2.* That it shall be the duty of proper officers in control of any school described in the foregoing section to enforce the provisions of this act, and any such officer, school director, committee, superintendent, or teacher who shall refuse or neglect to comply with the requirements of this act, or shall neglect or fail to make proper provisions for the instruction required and in the manner specified by the first section of this act, for all pupils in each and every school under his jurisdiction, shall be removed from office, and the vacancy filled as in other cases.

*Section 3.* That no certificate shall be granted to any person to teach in the public schools of the District of Columbia or Territories, after the first day of January, Anno Domini eighteen hundred and eighty-eight, who has not passed a satisfactory examination in physiology and hygiene, with special reference to the nature and the effects of alcoholic drinks and other narcotics upon the human system.

*Section 4.* That this act shall take effect on its passage."

These bills taken together provide for the scientific temperance education in the schools of seventeen states, one district and one territory, all the Indian and colored schools, all the Naval and Military schools. Is the American nation one of sentiment and theory of one of intense practicality? Why are these states, why is Congress, thus moving? Because the welfare of the citizen and the state thus demands it. In the protection of its citizens the state recognizes its duty to itself. The argument of the state is this. Here is a dangerous and destructive thing, so held in the opinion of science, but regarded as harmless and even healthful by the ignorant, and the warning must be given our children. A higher sense of responsibility than that which teaches the state to study the tides and currents and whirlpools and rapids and headlands and breakers along the coast, and place charts in the hands of its mariners, and lights and buoys and sounding horns in places of danger to ship and life, suggests to it the duty to study the reefs and eddies in the way of good citizenship and to warn accordingly.

You are all familiar with the fable of the Enchanted Isle whereon the sirens sat luring the unsuspecting to its shores already white with the bones of its victims. You recall the efforts of Ulysses to deaden the music to his ears by wax, and of Orpheus to drown it by music of his own. Here is the Siren's Isle to our young. The temperance society has endeavored to avail itself both of the plan of Ulysses and of Orpheus, but has not succeeded in all it hoped for. It has endeavored to prevent the fatal strain from falling on the ear with arguments against the evil and with warning of danger, and it has endeavored to overmatch its charms by displays of the beneficial results of temperance.

Much of its work, however, begins too late, and when the fatal isle is in view. Let the state encircle this unhappy region with its warning-buoys of scientific temperance teachings in school, and many will be saved and the state's honor increased. Ignorance is the fruitful cause of much of the evil. This ignorance of its nature has enabled alcohol to delude thousands of your young men, and now its fatal fingers are feeling for our children. Many of the brightest in their forms at school to-day, aye, many of the babes whose lips their mothers will kiss to-night, and over whom a prayer will be breathed as they are laid to sleep, will never reach noble manhood and upright citizenship. Already very many of our homes which the state essays to make happy by education and refinement, have been darkened by that "invisible spirit," already many lives at once dignified by the state's contributions to education and art have been disgraced by the state's partnership in this crime against the citizen. We cannot save the drunkard of to-day by Act of Parliament, but we can by Act of Parliament say that the drunkard of to-morrow shall not be unwittingly to himself thus made.

And who shall say "nay" to the education by the state? Who said nay in the Legislature of New York when the question was being discussed? Only one man in all that assembly protested against it, and he without argument—the repre-

sentative of Five Points, New York, that notoriously wicked place, long since become a proverb. And only two, he and another, voted nay.

But I must hasten to a conclusion. I have endeavored to briefly state the case and to preserve the discussion from the usual ruts of temperance advocacy. I base our demands for state education into the nature and effects of alcohol upon the human system, on the ground of state duty and state expediency—duty to the citizen, expediency to itself. Expose to our children the admitted evils in the way, and the evil is partially met and a simple duty done. Here is a case where the "forewarned is to be forearmed." Society has been uttering a wall of warning, now let the state be heard, and heard not through simple regulations of the School Board, but through a definite act of Legislature. Society has been making it almost heroic in the adult to abandon alcoholic beverages, now let the state show the child that total abstinence is simply an act of intelligence.

Where are some of the brightest pupils who have come out of the public schools crammed with Latin and Greek, where some of our college graduates who were made familiar with the subtleties of philosophy? Where are some of these to-night for whom the state has expended its treasures to prepare them for citizenship? The higher walks of life know them not, and society has striven to forget them. And wherefore thus? In many a case because untaught in youth by the warnings of science as to the dangers of alcohol, aye, even led, to believe by the teachings and practice of their superiors that in moderation there was if not positive good at least no positive harm, they became pledged to the use of alcohol. Lured to the fatal isle and lost are these. An enemy has done this, an enemy whom the state's wisdom knows, but is slow to reckon with. The future of the state in our children lifts up its hands to the present of the state in us and cries for mercy. Shall it be denied?

And where shall this teaching begin? Not in our colleges, not in our high schools. Before our pupils reach the high schools at least ninety per cent. have left school, and before many a one matriculates at a university he has formed the acquaintance of this delusive thing.

In our elementary schools, the work should begin, through the middle and advanced grades it must be followed, in our high schools and colleges it should not be forgotten. The state's responsibility is to sound the alarm, the citizen's to give heed.

Science at the present day is not the meaningless word it was in the last century. Archdeacon Farrar said, in his address at the John Hopkins University, that science "has not only revealed infinite time, infinite space, and infinite organism, but she has been a great archangel hovering beneficently over mankind. She economizes labor, extends human life, and extinguishes human pain. She restores sight to the blind, mitigates madness, and tramples upon disease. After all these enormous services she ought to be cultivated, and we congratulate the university devoting so much to the subject."

All true education of the intellect is conditional on a real development of feeling—on the culture of the sentiments. The intellectual sentiment, including interest in study, love of knowledge, the pleasure of discovering knowledge, the pleasure of pursuing knowledge, the pleasure of detecting logical consistency, and the love of truth, what forces are these in education? Well does Hamilton exclaim, "What can education accomplish without an appeal to the feelings!" And then there are also the various forms of the aesthetic sentiment and the moral sentiment. How often does the instructor forget to stimulate into activity these mighty forces in education, forgetting that all vigorous self-development of the intellect is based on a large development of the feelings.—*New England Journal of Education*.