

fidelity, and you change the selfish, unsocial discordant life, continually sinking into crime, into a life of social harmony, stability, kindness, and incorruptible virtue. Develop man's intellect and while you do that teach him that the highest life is completely unselfish and you have divinity manifested under human limitations. I need not quote that oft repeated sentence, "Knowledge is power." So is sentiment, so is emotion, so is enthusiasm, emotions intensified; but never more so, never as much so, as when they are sanctified through the truth received through the intellect or through the man as a thinking being.

This liberal culture has done much for the human race. It has laid

under tribute for human good the mighty forces of nature. We have but to walk into one of our great manufacturies and see mighty steam hammers shaping mammoth shafts and anchors, or walk into a telegraph office and transmit our thought to another soul in another hemisphere, or walk into a telephone office and speak to our friend hundreds of miles away with as great ease as if he were in the next room, to feel that mind culture is giving power over nature for human good.

Every man will soon be our next-door neighbor, the earth a point and yet a point on which the increasing millions of the human family can under more exalting conditions live.

To be continued.

RELIGION IN THE COMMON SCHOOLS.

BY LEVI SEELEY.

THERE is a growing feeling among thinking men in America that our common schools are omitting a vital element in the education of the youth of the land, an element that has always been recognized by other civilized nations and that is carried out by all European school systems, with exception of France. I allude to religious instruction. There has always been a feeling that under our peculiar conditions the state cannot be responsible for religious instruction and that this must be left to the family and the church. The object of this article is to show that under certain limitations the state can undertake such instruction, and that, moreover, it is clearly its *duty* to do so. The conclusions have been reached after a careful study of the German schools, though it will readily be recognized

that this is no attempt to introduce the German plan of religious instruction. The plan suggested is, I believe, quite in accord with American institutions, wholly practicable, and when brought to the attention of the people, would meet with popular favor.

The corner-stone of the German course of study in the common schools is religion. More hours a week are given to it (five to six throughout the course) than to any other subject, excepting German, which however includes reading, writing, spelling, and grammar correlated. From the first the main purpose of the schools was declared to be "to train the youth to be God-fearing citizens." Every educator in Germany recognizes the importance of religious instruction in the schools,