

history has no instance of a national character built up without the aid of religious instruction, or of such character long surviving the decay of religion. Without for a moment desiring the introduction into American schools of a religious instruction such as is common in Europe, we do urge upon the consideration of every thoughtful American the suggestive fact that we have the only great school system the world has ever seen which does not include a definite and formal instruction in religion,—with the single exception, France, which relinquished it in 1882; and France has put in place of its religious instruction, the most systematic and thorough moral and civic instruction the world has ever seen, and is today working with unflagging zeal to make the moral instruction the most efficient and vital part of its whole curriculum. Deeper than the mere absence of religious instruction from our own public schools is the world-wide unrest and uncertainty in religious matters; a topic too familiar to need treatment here, further than by emphasizing the peril to moral education which results from the unsettling of religious sanctions. When the mature man finds himself slipping away from moorings he had thought secure, is it any wonder that the growing youth looks with scant success for a firm attachment for his life principles?

This then is the emergency as we see it: increased demand upon character, and diminished care for the cultivation of character. As M. Marion, French Minister of Education, has said: "The truth is that we have not yet seriously comprehended that the whole political and social problem is one of education. Henceforth education alone, absolutely that alone, can rescue our modern societies from the perils that threaten them. I do not know anybody who is not convinced of that. But those who know it best too seldom reflect upon it, and we act almost as if we knew it not."

Fortunately signs are not wanting of a widespread awakening to the seriousness of the situation. We are beginning to realize that what has been merely an article in our educational creed must become a working principle in our educational practice; that the final question regarding education is whether it avails to produce the type of character required by the republic and the race. To accomplish this we need, not less clearness and accuracy of thought, nor any sacrifice of the true interests of the intellectual life, but more warmth of genuine and appropriate feeling and more stimulation and guidance of the will. In brief, we must fit our practice to Herbart's great formula, that the chief business of education is the ethical revelation of the Universe.

#### EMANCIPATION FROM TENANCY

**I**N MY OPINION there is one thing a man can best afford to go in debt for and that is for a home, and he ought to

run into debt for that because it is a money-saving proposition to do so." This is the opinion of Henry S. Rosenthal, editor of the American Building Association News, who recently discussed the subject, "Emancipation From Tenancy." "There is an insufficient supply of

suitable homes. As a result a large part of the population is housed in a manner detrimental to the health and safety of the community. The present crisis is the result of past tendencies. It has been accentuated by conditions arising out of the war. "This does not imply that the



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