

**THE GERMAN SCHOOL AS
A WAR NURSERY, FROM
THE FRENCH PÉDAGOGIE
DE GUERRE ALLEMANDE**

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The German school as a war nursery, from the French *Pédagogie de guerre allemande* by V. H. Friedel

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V. H. FRIEDEL

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The German School as a War Nursery

FROM THE FRENCH
Pédagogie de Guerre Allemande

By
V. H. FRIEDEL

With an Introduction by
M. E. SADLER, M.A.
C.B., LL.D., Litt.D.

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This translation is by
MAJOR SELWYN G. SIMPSON, D.LITT.

I desire to express my sincere thanks to
Dr. Sadler for his inspiring Introduction,
and to Dr. Selwyn G. Simpson for under-
taking the translation of my work.

V. H. F.

PARIS,
April, 1918.

INTRODUCTION TO ENGLISH TRANSLATION

BY DR. M. E. SADLER

I

WHAT would one not give, in these early months of the fourth year of the war, for the power to go to Germany and, with full knowledge of the language and without one's identity being known or questioned, to talk freely with men and women of all ranks and opinions? In some degree, Monsieur Friedel's book gives one this opportunity. It lifts the veil and shows us some of the currents of German educational thought in war-time.

What part can skilfully organized public education play in furthering the welfare and increasing the might of a modern State? This is a subject upon which the Germans have arrived at more formulated judgments than have the English. I am far from thinking that these German judgments are wholly sound. On the contrary, they seem to me defective in sympathy with the needs of individual freedom; conventional in their acceptance of certain established canons of educational orthodoxy;

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and erroneous in some of their practical applications of the theory of general culture. But German educational opinion, whatever its fallacies and defects, is an expert opinion. It is based upon ten decades of administrative experience. It is entrenched in social custom. It has behind it the power of a vast machine and the prestige of great achievement. It is sharply divided upon some fundamental issues. But, as in German politics, so in German education, the established order still resists attack. Entrenched habits of mind, and the presuppositions upon which those habits are based, defy at present the onslaught of their critics. The supporters of the existing régime are on the whole a solid block. The critics either accept the administrative principles of the present system and merely wish to give an opposite colour to its political applications, or are forced into extreme theoretical positions which provoke doubt or excite alarm. In German discussions about education during the last three years we see reflected the political struggle between the Socialists and the established social régime. Milder Liberal opinion sways one way or the other. To such opinion the Junker is repugnant; the violent Socialist frightens it. Between these two extremes, Liberalism stands disconsolate. It longs for reform in existing educational arrangements. But it is puzzled to know what reforms are possible. It dares not be bold, and remains discontented.