

The state orders, hence there must be loyal and unquestioning obedience. Manhood is sapped by such unthinking acquiescence. The only obedience worth having is the obedience of the thoughtful man who obeys because he thinks it right to obey.

Unthinking obedience or loyalty has several things in its favour. In the first place it is remarkably efficient. Whole droves of people may be handled without a murmur of dissent from any one. But it may not stand, in fact does not often stand, the test of the crisis. The crisis usually demands straight-thinking and initiative. If reliance has always been placed on authority or on somebody, then the time of danger and trouble finds one unprepared. Reasoned obedience and thoughtful loyalty are infinitely harder to obtain, but when obtained they are worth much more. They have a moral basis which other kinds seem to lack. Its value is shown by the old saying "One volunteer is worth ten pressed men". The volunteer gives not only willing service but also reasoned and thoughtful service.

We firmly believe that the type of education found in the British Empire and especially in Great Britain itself tends to develop that initiative, that thoughtful obedience, and that reasoned loyalty of which we have spoken. A truer freedom exists in the schools than is found elsewhere. In Germany on the other hand the schools demand, and therefore develop, a mechanical unthinking obedience. The pupil develops no initiative; the authority of the teacher and state are all-sufficing for him. He is too lazy to think; the virtue of obedience has become a vice. Germany is externally more efficient than England; we doubt very much if the internal efficiency of her people is as great. It is the same with the training for war. Germany does not try to develop the individual initiative of the soldier; she relies on mass training with its external obedience and efficiency. The British system of army training is essentially democratic, because it aims to train the individual soldier. In the last analysis, according to British military tactics, the soldier will have to rely upon himself—upon his own judgment and initiative. Hence the whole of his training is directed to this end. So we look upon this great war as a struggle between ideals of education, of government and of law. We have no doubts at all as to outcome. If our analysis is correct, victory will be found on the side that has taught the value of personality and the virtue of thinking for oneself, that is, on the side of the one that has taught the higher though harder discipline.

Minorities and Education.—Since the dawn of history the majority has always ruled. Even in those apparently contradictory cases where an autocratic tyrant has bent the people to his will, the majority has