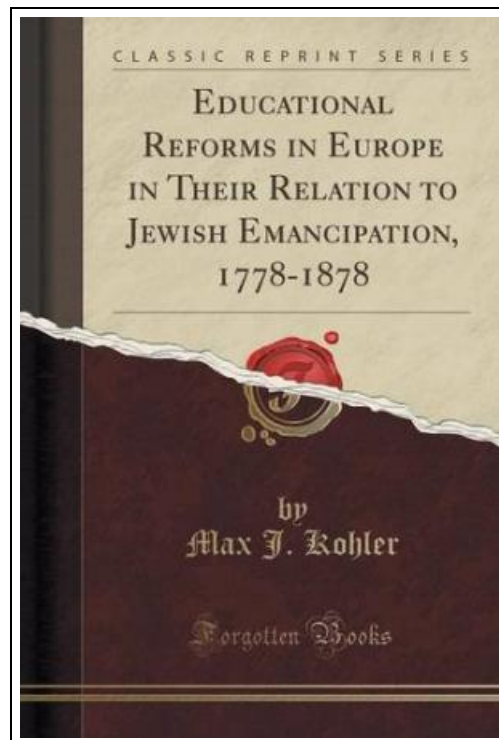


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Forgotten Books, United States, 2015. Paperback. Book Condition: New. 229 x 152 mm. Language: English . Brand New Book \*\*\*\*\* Print on Demand \*\*\*\*\*.Excerpt from Educational Reforms in Europe in Their Relation to Jewish Emancipation, 1778-1878 It has been pointed out that about 1740, in the days of Moses Mendelssohn s youth, merely carrying a German book around in the Berlin Jewish community was an offense punishable by expulsion from the city, and frequent exceptions among the Sephardic Jews and isolated Ashkenasic Jews to this prevailing ignorance of the vernacular, during this period, did not change the average condition. It is therefore not strange that leaders in the work of Jewish emancipation during the fifty or sixty years following our American Declaration of Independence, such as Dohm. Wm. von Humboldt, Mirabeau, Joseph II, Napoleon I and Lewis Way, among Christians, and Mendelssohn, Friedlander, Wessely, Jacobsohn, Perl, Levinsohn, Max Lilienthal and Benjamin Schwarzfeld, among Jews, should have vigorously emphasized this need, in and out of season. It is with their plans and activities that we chiefly deal herein. In considering the subject, however, we should not forget that systems of compulsory public education were introduced even in England and France only within the past few decades, and that our own country, Prussia and the Germanic Empire were long exceptions in these activities, following, in fact, Jewish precedents - the matter of elementary instruction being commonly left for voluntary handling by the various ecclesiastical organizations, and the ignorant parents themselves. It was a new conception of the proper scope of State activity, born of newly developed ideas of rights and duties of citizenship, to recognize with Eugene Lawrence: When falls the common school system, freedom perishes and reason dies. So long as our public schools flourish the country is safe. Emperor Joseph...



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