

be appreciated? For a meadow-lark is a meadow-lark everywhere, while Emma McChesney and Judge Priest are, when all is said, provincial types.

We need a little more of the spreading of the gospel of beauty. I read a wonderful poem in the October "English Review" by Muriel Stuart. I had never before heard her name; yet she has published, I straightway discovered, at least one volume of verse, and is well known in England, almost corresponding in reputation there to Miss Widdemer here. When a new planet swims into our ken, let us, after our happy American habit, advertise the fact that a fresh glory is in the heavens;

and let the British do likewise.

Mr. Nichols's idea for the diffusion of the news is an excellent one. It has the added virtue of being practical. Now it merely remains for one or two enterprising publishers in both his country and mine to put it into effect. Who will do it?

We should also have an exchange of professors in our universities. Alfred Noyes, because he is a magnetic reader and lecturer, has always left behind him throughout the United States a trail of interest in English poetry. If he, with his broad culture, is popular here, I am sure that Vachel Lindsay with his deep voice and stirring personality would be equally popular in Great Britain.

## PRUSSIANIZING AMERICAN SCHOOLS

BY GUSTAVUS OHLINGER

The leaders of the German movement in America have always contended that history text-books used in the public schools were replete with falsifications; that they showed most astounding omissions; that they intentionally slighted heroes of German descent and overlooked the part the German element had played in the development of the country. They criticized, too, the omission of German history from the school curricula. "Only with a background of German political history, and above all, of the history of German Kultur, can a proper understanding of American history be obtained; only through the knowledge of the history of Germany can there be awakened in the German-American youth the well justified pride in their

descent", so the Alliance declared at one of its conventions. Year by year, as national consciousness was intensified, they took deeper umbrage at these supposed affronts to their worth and insisted that the entire instruction in history called loudly for thoroughgoing reform.

This feeling gave rise to the formation throughout the country of German historical societies—a definitely related phase of the German movement. The German-American Historical Society, a national organization, was incorporated in 1901, and began to affiliate with itself existing societies. Their purpose was the investigation, collection and publication of material relating to the history and culture of Germans in America, and to provide that due

recognition be given to their efforts and achievements. The National Alliance encouraged the work, and urged its members to form affiliated historical societies in every county and city. "It is absolutely necessary", it decided, "to have a history of the United States written which will convincingly show the part Germans have had in the development of the country as compared with the other elements of the population, in order to give the American people a proper conception of the subject. The Alliance should undertake to have such a work published, and should see to it that it is used as a basis for the teaching of American history in our public schools." Professor Goebel, in his book, "Germanism in North America", published by the Pan-German League, urged that an outline treatise of German-American history be prepared and its introduction in the public schools undertaken.

To effect the desired reforms a delegation from the Alliance appeared before a committee of the American Historical Association in 1909—it was felt that this committee had an important influence on the text-books used and the courses of instruction. But the representations of the Alliance were unavailing.

Other plans for meeting the situation had therefore to be devised. In those districts where Germans were in the majority, the text-books could be controlled through the election of the members of the school board. But this would not accomplish the result principally desired—the enlightenment of Americans in those districts where the Americans were numerically stronger.

The school committee therefore hit

upon an original plan. "To reach an American one must get at his pocketbook", the chairman reported. The Alliance could best accomplish its purposes by allying itself with some energetic publishing house that had put out a book most nearly approaching the German point of view. The Alliance could endorse such a book, and through its numerous branches advertise it, bring it to the attention of school boards, and secure its adoption. Requests for the insertion of other desirable matter could then be made of the publishers from time to time. Such a course was actually pursued in the case of "Bourne and Benton's School History of the United States", induced, no doubt, by these gratifying paragraphs:

They (the Germans) came in such numbers that they almost succeeded in making Wisconsin a German state. Some parts of the West became a New Germany, just as Pennsylvania had been in the eighteenth century. To-day a large majority of the people of Wisconsin are German immigrants or their descendants.

*Some Special Debts to the Germans.*—The Germans were better taught than most of the native Americans, because a new system of schools had been established in Germany. The skilled workmen and the farmers were well trained. As citizens they helped to make better schools in the United States. Furthermore, American students began to go to Germany for higher education. In still other ways they deeply influenced American life. They had a taste and love for music and painting and sculpture that few Americans had at that time. Wherever they went they became the teachers of these arts. In a multitude of ways—by singing societies, gymnastic organizations, open-air celebrations, fairs and frolics and festivals—they added to the wholesome pleasures of life.

The book was endorsed by a number of state alliances and an active propaganda was undertaken in its behalf.

At the same time a covert threat

was exercised upon all publishers of text-books through the request that they submit copies of their publications. They were made to appreciate the financial loss they would incur if they ignored Germanism in their presentation of history. Professor Samuel B. Harding, of the University of Indiana, relates an interesting incident in this connection. Early in 1915, he prepared a chapter on the present war for use in a text-book. He read it before the historical society of the university. Within two weeks there were forwarded to him by his publishers letters which they had received demanding that the chapter be omitted from the book, and practically threatening a boycott, not merely of that particular book, but of the firm as well. A letter from the educational committee of one of the state alliances threatened to bring the matter before the annual convention of the National German-American Alliance at its session in August, 1915.

The most insidious of all forms of German propaganda was that conducted through text-books used in the public schools, and the fact that much of this propaganda was produced unconsciously and innocently by American-born scholars is convincing evidence of our shortcomings in not insisting upon education in political and institutional history. A native American teacher in a Chicago high school produced a reading book for beginners in German. In it he contrasts the spirit of modern Germany with that of America in this wise:

In our country where every youth in his first year in school learns that he may be president some day—where parents permit their children to look down upon their modest callings, where the higher professions are overcrowded, manual labor despised, the farms de-

served, we often find in the serving class a weak, discontented class of people. In sharp contrast to them were the people who served us in Germany. They knew what they had to do and did it without feeling that it injured their dignity.

The author then goes on to tell of the punctilious attention given by the hotel porter, the chambermaid, and the baggage-hustler at the station—and all for a few pfennigs! The service of the chambermaid especially appealed to him. One could throw one's soiled linen on the bed or on the floor, ring the bell and she would attend to it all. In twenty-four hours it would be back, and no distinction would be made between Sundays and week-days! How the author longed to kidnap one of these neat German girls and take her to America! At night one would find the bed curtains drawn, the covers laid down and the nightgown ready. But as conditions in his own country flash upon his mind, the author's conscience smites him:

In my heart I thought how foolish she would be if she came to America. How much she would lose! And what would be the gain? More money—and of what use would that be to her?

This system suits me (exclaims the writer finally in ecstasy, after recounting the comforts of life in Germany). And the prices! Compare them with what would be demanded in New York. A bum wanted a dollar for carrying three small handbags three blocks for us to the station!

And he recounts how they refused his proffer, and how a little nearer to the station another individual offered to perform the service for fifty cents. This also was refused, and then, within a block and a half of their destination, another man offered to carry the baggage for twenty-five cents. He carried it a short distance and then turned it over to a boy to whom he gave a nickel for completing the task, keeping twenty

cents for himself. And this incident the author gives as typical of America—a country where those who perform the actual labor are not the ones to receive the compensation.

The glorification of the Kaiser is the purpose of another reader entitled "Wilhelm der Siegreiche", or "William the Victorious". Note this specimen of adulation:

Such was his first thought when the trumpet blast of victory first fell upon his ears. Many rulers have shown themselves to be great in misfortune, but only a few of them, like Emperor Wilhelm, great while lucky. True to his convictions, he could pray to the Highest War Lord, who leads the army of stars, because He had manifested Himself to him through many expressions and tokens. And as a Christian and a hero paying heed to these tokens, the Emperor had acquired a keen ear for God's words, a keen ear for hints which always made him follow the right path.

"Im Vaterland"—a book which the author, a publisher of text-books, confesses was "made in Germany"—provides for American schoolchildren a song, to be sung to the tune of "America", which runs in translation as follows:

Hail to thee in victory,  
Leader of the fatherland!  
Hail, Kaiser, to thee!  
Feel in your brilliant throne,  
The highest and greatest joy,  
Darling of the people!  
Hail, Kaiser, to thee.

Not horse and trooper,  
Make secure the exalted height,  
Where our prince stands!  
The love of the Fatherland,  
The love of the freeman,  
Support the ruler's throne,  
As a rock in the sea.

Glow, holy flame!  
Glow, and never die,  
For fatherland.  
We all stand ready now,  
Courageous for one man,  
Gladly we'll fight and bleed,  
For throne and empire!

Be, Kaiser, long here with your people,  
Pride of humanity!  
Feel on your throne  
The greatest and highest joy!  
Darling of thy people,  
Hail, Kaiser, to thee!

"Writing and Speaking German"—a text-book prepared by a Cornell professor, and ostensibly merely a collection of exercises for translation—devotes an entirely disproportionate amount of space to the Kaiser. His childhood, his student days in the gymnasium at Cassel, and then in the University at Bonn, all are idealized. This selection, which the student is expected to translate into German, concludes:

Although the German Emperor is a soldier through and through, it would be a mistake to consider him a monarch anxious for war. On the contrary, he seeks with all his might to preserve the German people from the horror of war. The best proof of his peaceful disposition is the fact that Germany has had no war for forty years.

The universities are treated in the following manner:

The development of the German universities during the nineteenth century since the founding of the University of Berlin in October, 1810, just a hundred years ago, presents a splendid picture. The universities have had an inestimable influence on the German civilization and even upon the political history and the economic progress of the country. Their representation is international and they occupy the first place among the scientific institutions of the world. Students and professors from all countries go to Germany to attend the universities and bring the methods and ideals of the German universities back with them to their own lands. The instruction at the American universities is based largely on German investigation and a large part of the professors at many of our colleges have spent at least one semester in a German university.

Another exercise is an apology for German militarism:

On three sides Germany has open boundaries over which strong armies could easily march, if it were not ready

for war at any time. No other great power of Europe is in such a dangerous position. A strong army is a necessity and now a powerful fleet seems to be just as necessary if Germany is to maintain its place among the great powers. Germany, however, desires quiet and peace and would not begin a war without reason. Indeed, the world has to thank Germany that peace has reigned so long in Europe.

As we have seen, Germany is forced by its position in the middle of the powerful European states to have a great army.

In order to maintain its position, Germany dare not give up its army, and it stands now, at the beginning of the twentieth century, as the first military power of Europe and, as we have already seen, the third sea power.

At the beginning of the twentieth century, Germany still maintains its leading place in the field of art and science. Its laboratories and hospitals serve the other nations as models, its universities and conservatories are world-famed and are attended by students from all parts of the world. But now we may no longer think of Germany as a land merely of thinkers and dreamers, a land of poets, composers and scholars. Germany is no longer one-sided. It has now become an industrial and political power and we may confidently expect in the future, progress in all fields of human activity.

The German arguments for colonial expansion are put forth as follows:

The great problem of Germany in the twentieth century is the founding of new colonies and the development of its trade with its new colonies and with foreign lands. The German territory has now become too small for the German people. The sixty-eight million Germans need more land than they now possess in Europe. Therefore the present colonial policy of Germany is not merely a game; it is a necessity.

And finally the author throws a sop to American sensibilities by proclaiming that "the German Constitution is in many respects similar to the Constitution of the United States".

Why, we may ask, the lugging of all this foreign matter into a textbook on German composition? It

has no appropriate place in such a work. Can it be said that in view of the attitude taken by the National German-American Alliance on school text-books, and in deference to their plans for endorsing and securing the adoption of such books as met with their approval, it behooved a writer to insert such material, and a publisher to give it prominence? Of one thing, however, we may be certain—after a student has labored over these exercises, translated them into German and discussed them in class, his mind is so thoroughly saturated with ideas favorable to Germany that it is ready to react to the crudest form of propaganda.

The propaganda found its way even into an English speller. It is seldom indeed that space is found in such a work for pieces of composition. Nevertheless the books used in the fourth, fifth, sixth, seventh and eighth grades of the Chicago public schools gave space to two prose selections: one of a dozen lines describing the aptness of the natives of Central Australia in identifying the tracks of birds and animals and another which reads as follows:

#### THE KAISER IN THE MAKING

In the *gymnasium* at Cassel the German *Kaiser* spent three years of his boyhood, a *diligent* but not a *brilliant* pupil, ranking tenth among *seventeen candidates* for the *university*.

Many tales are told of this *period* of his life, and one of them, at least is *illuminating*.

A *professor*, it is said, wishing to curry favor with his royal pupil, informed him *overnight* of the chapter in Greek that was to be made the *subject* of the next day's lesson.

The young *prince* did what many boys would not have done. As soon as the classroom was *opened* on the following morning, he entered and wrote *conspicuously* on the blackboard the information that had been given him.

One may say, *unhesitatingly*, that a boy capable of such an action has the root of a fine character in him, possesses that

*chivalrous* sense of fair play which is the nearest thing to *religion* that may be looked for at that age, hates *meanness* and *favoritism*, and will, *wherever possible*, expose them. There is in him a *fundamental* bent toward what is clean, manly and aboveboard.

One may well imagine the indignation that would have been aroused by any similar reference to King George or to Edward VII! But so completely had we been hypnotized by the prestidigitations of Kultur that these obtrusions in our school books were not even noticed until after war had aroused us from our trance!

But Germanism did not stop with the grade schools nor with the high schools. It included the institutions of higher learning. Here, too, its objects were twofold: first, to retain for Germanism the allegiance of those of German descent, and, second, to bring the rest of the population into submission to Kultur. A pamphlet published and circulated in 1916 by the German University League of New York—a league including in its membership not only native Germans, but native Americans, holding prominent positions in American universities—deplores the baneful influence of American institutions upon the youth of German descent:\*

*They went to Anglo-American schools and colleges, and they succumbed; not only intellectually, but much more seriously, racially. It is a very sorry sight to-day to find that many, unknown thousands of German descendants, and particularly those that had enjoyed greater privileges, have been estranged to the German cause; yes, there are many Germans that are not only indifferent but opposed to the German spirit of to-day, that do not understand and neither feel any longer the inspiration of the German idea in the world. They have learned to think Anglo-American.*

\*The italics in the quotations following are Mr. Ohlinger's.

Thereupon the writer exclaims:

*There is room for a true German University!*

Hundreds of Americans yearly go to German universities, and thousands more would welcome its opportunities; so the sympathy of Americans would be assured for such an undertaking, but what is most important, with it, an organ would be created that would give the German element an even chance to develop, to develop from a second-class citizen to a first-class one, perhaps, the first-class citizen of this great country.

But not enough, a university will never accomplish that alone; what is needed as much, if not first, is an educational system from bottom up—German schools, genuine German "gymnasien"—not compromises, but all of them genuinely German, with German as the principal language all the way through. A university cannot be what she ought to be unless she is fed by corresponding preparatory schools; and you cannot turn out German scientists without German "gymnasien" and kindred schools.

Professor Julius Goebel is more modest in his suggestions:

More than ever before our race, which has finally come to a self-conscious life, requires a central point, a common hearth of German Kultur from which light and warmth would radiate. For the accomplishment of this high aim, I see in my mind an institute for German Kultur, fashioned somewhat after the model of the Berlin Academy of Sciences. This could be the meeting place for prominent German-American and Imperial German scholars, on which the exchange of the cultural possessions of both peoples could take place in a fructifying manner. Here there should be cultivated, in addition to German-American history, the past cultural relations between Germany and America—German language and literature, German history, German ethnology, German history of Art and German philosophy. From this place the results of the investigation would be spread by letter and by word of mouth to the most distant circles of the nation. *For, although it would be the principal task of such an academy to bring on behalf of Kultur new life to our German-American race, still it would have to impart no less vigorously German Kultur to the Anglo-American portion of the population. In this manner only could the sound thought at the basis of the exchange professorships be made fruitful and be made to materialize.*

The project for a university modeled along the lines of those in Germany, in which the German language, literature and culture would be given prominence, was brought forward at several conventions of the National German-American Alliance. While favorably discussed, the time did not seem ripe for the undertaking, and the Alliance therefore devoted itself to influencing existing institutions. The first step, of course, was to secure greater recognition for the German language. As an entrance requirement it should be placed on the same footing as Latin. This reform was actually brought about in 1913 in the University of Nebraska. Latin came to be required only of medical students. "The teaching of German", so the school committee of the National German-American Alliance reported, "is therefore making great headway in the high schools of the state at the expense of Latin."

In 1913, at its St. Louis convention, the National German-American Alliance organized a committee for the "establishment of relations with American universities for the promotion of German Kultur", and appointed on the committee members of the faculties of Wisconsin, Illinois and Michigan. Questionnaires were sent to five hundred and forty-six colleges and universities in the United States for the purpose of ascertaining the number of students taking courses in German, the number of these that were of German descent, and what contributions to German-American history had been made by instructors or students in the German departments.

But the most ambitious part of the committee's program was a huge Bismarck celebration, staged at one of the

leading state universities of the Middle West. Curiously enough, this strangely exotic affair was planned for the year 1914—the Bismarck centennial did not occur until 1915. However, the university outdid itself in honor of the German statesman. Never had the campus witnessed so imposing a demonstration in honor of any hero, foreign or domestic. The great university auditorium was loaned for the occasion—a thing that had never been done before—members of the faculty turned out *en masse*, the state schoolmasters, then in session, adjourned for the event. German societies from all the cities of the state attended, music was furnished by the university glee club, by members of the conservatory and by the assembled männerchors, a member of the National German-American Alliance acted as chairman, and the guest of the occasion, the cynosure of all eyes, was the Imperial German Consul-General from Chicago, who delivered an address on "Germany's Economic Development since 1871".

Before the end of the year the offices and staff of the consulate general in Chicago were being used to hire thugs and purchase dynamite to destroy by wholesale lives and property in the state which supported that university.

And when the hirelings of the Chicago consulate general were finally caught, and the facts disclosed in the course of a long trial in the district court, many who had joined in doing honor to Germany's representative bethought themselves of the strangely ironical fate that had decreed that the famous Bismarck celebration of 1914 should fall on All Fools' Day!

This incident does not apply sole-

ly to the one university involved; on the contrary, it is illustrative of the ascendancy which Kultur had ac-

quired in all our institutions of learning and in our entire educational system.

## CHRISTMAS GIFT BOOKS

BY MARGARET ASHMUN

Somebody has hinted darkly to Somebody Else that there are not going to be any Christmas presents this year; but we shall see what we shall see when Christmas morning comes. It is true that we must feed the hungry peoples—sinners and sinned-against alike—and rebuild what has been so ruthlessly torn down. On the other hand, we cannot forget that this is the most glorious Christmas the world has known since the first Christmas of all; and that no celebration can be too beautiful to usher in the peace of nations.

Certainly the publishers are anticipating no decrease in the demand for books. There is even greater busyness than usual in the tall new lodges where they ply their trade. One who enters, seeking information, catches tantalizing glimpses of bright cover-jackets and multicolored posters, and feels the burgeoning of Christmas—days before it begins to spread its flowering in the shop-windows down below.

A visit to the offices of the purveyors of good literature reveals the fact that at the present season there is no large preparation in the way of gift-books strictly so-called. There are not many of the old and solemn classics decked out in holiday garb, to weigh down the green branch of a Christmas tree, and then to lie unread upon a table throughout the

year. Rather are there many books of rich rind and fresh inner sustenance, which are so various and so alluring that no taste in the slightest degree literary need go ungratified. These are distinctly times of unwonted mental stimulation, when the mere flummeries of the material life seem to have shrunk to less importance than ever before; when the things that are unseen begin to acquire a stronger reality than the things that are seen. To a thinking person—and who can now avoid the effort of thinking, indolent though he be?—a frilled collar or a brass ash-tray may possibly be an acceptable gift; but how much more so a book which gives him new insight into other men's lives, which enriches the treasures of his own spirit, or consoles him with the vividness of joy!

At the present time, then, though the gift-book *per se* appears to have but a small place upon the shelves, there is instead a plenteous choice of books suitable for gifts. They are in no sense lacking the outer attractions which hint of worth within. As to color and proportion, and the touch upon the fingers—loved of all book-lovers—they do not fail in charm; nor do they lack the beauty of that honest upstanding print which makes a clean figure before the world. And in pictures they abound.