

THIS WAR WAS MADE IN THE SCHOOL ROOM

Just How and Why the German System of Education is Responsible for the Present World Conflict.

BY JAMES L. MCCONAUGHTY

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How was the Potsdam gang able to browbeat the German nation into believing that this war was a necessary war of defence? How could the Kaiser so hoodwink millions of thinking Germans that they considered him a God-sent leader? We have been so much concerned with what Germany has done that we have paid little attention to the "how," which is really more significant. Van Dyke, Gerard Collier, and other Americans who have studied this "how," answer emphatically that the German system of education is responsible for the transformation of the German folk into a servile tool in the hand of the robber house of Hohenzollern. The Kaiser and his Junker associates, making as their nefarious purpose the domination of the world by military power, seized upon the school as the best means of browbeating a people into acquiescence and co-operation. Schools, which in every other nation are aimed to develop freedom and individual capacities, in Germany have been perverted into making up thinking slaves of the Government. Truly, "education is life blood of culture; the German schools are the circulatory system by which the whole organization is kept alive." To enslave the German people into intellectual, as well as physical, submission, the military aristocracy has made all the schools State institutions, has made all teachers State officials, powerless to think or act for themselves, and has even made the actual subjects in the schools help to carry out this aim.

Decades before any other nation did so, Prussia put all her schools under absolute Government control, thus preventing the establishment of any independent schools which might teach freedom of thought or action. Since the Government wishes all future citizens while they are school pupils to think alike and to think as the Government dictates, private schools are in effect forbidden; no private school in Germany can be opened without Government approval and this is very seldom given. Bismarck, who built the foundation of the Germany of today, maintained that the Government's greatest hold upon the people could be secured through the schools, for "he who controls the schools, controls the future." The present Kaiser thinks likewise; his interference with the courses in the gymnasium was caused as he frankly stated, not for educational reasons, but because he believed the classes did little to develop German patriotism; gymnasium and Volksschule alike were to be under the absolute dictatorship of the Government. So effective have the schools proved in extending the Government's domination over the people, that the same scheme has been tried for countries outside of Germany. A society was started in 1886 to advance German education in other parts of the world. Before the war it had 1600 centres for the teaching of German. German patriotism, and German learning. One of the most fertile fields was the United States. This Society, although it naturally kept its activities under the introduction of German into 5000 American schools, enrolling 600,000 pupils.

Hold on Teachers Complete.

To control the schools, and through them the pupils of the nation, Germany early saw to it that she had complete hold upon the teachers. Accordingly, the German teacher was made a civil servant. When he secures his position he is forced to take an oath which forbids him to do, write or say anything subversive to the interests of king and state. No matter what his individual opinions may be he is bound, body and mind. This is even more true of the university professors. They are in effect Government slaves. The Government has the power of removing or reassigning them. In such a straitened economic order as Germany's man who is expelled from his position in middle life can hardly hope to even make a living in any other way. There is, therefore, nothing surprising in the subservient spirit demonstrated by the world-known university professors who, early in the war, signed the document exonerating Germany from all blame, even though later events have shown that they were not given the evidence of Germany's innocence which they desired; they knew that their livelihood and possibly even their lives, Prussian kings have continuously given

depended upon doing what the Government directed.

In addition to absolutely dominating the schools, the Government directs that school instruction be made to serve its ends, by the definite teaching of patriotism, by the inculcation of "love" for the Kaiser, by the disparagement of other countries, by the glorification of all things German, and, even, recently, by teaching the Pan-German ideal. Quotations from German school manuals (given in Scott's "Patriots in the Making") clearly indicate the position of patriotism in the curriculum. In the normal schools future teachers are trained "to learn to understand and love the Fatherland, its ordered life and institutions, that they may become qualified to arouse and to nourish in their pupils love for the Fatherland and for the ruling dynasty." In geography "the greatest stress is to be laid on the knowledge of the Fatherland, its character, its political divisions, its civilization, and its commercial relations." Patriotism, in other words, is officially made a part of the curriculum. In the "readers" there is constant glorification of the German "heroes" of earlier days. The child has scarcely learned to read before he is deluged with stories of the wars and victories of his country. Poems are memorized extolling patriotic deeds. One of the most popular justifies a man who killed another for uttering criticism of the Fatherland. One-third of the material provided for the first class in the Gymnasium is patriotic. The two great school holidays are the emperor's birthday and Sedan Day. The walls of the schoolrooms are covered with pictures of the emperor, the empress, Bismarck and battle scenes, among the most popular of which are prints of German soldiers bringing in wounded French prisoners in the War of 1870. The signing of "Deutschland über Alles" is resorted to many times each day.

Patriotism via History.

Naturally the best subject through which patriotism can be infused is history. The aim of the teaching of history in Germany is exclusively to increase the pupils' knowledge of the glories of the Fatherland. Accordingly, for such an aim there is no propriety in definitely distorting history. The German historian, Prutz, frankly says that much of the history taught in the German schools is "in conflict with the highest law of history, with truth." He criticizes the panegyric way of teaching history, which makes all of Germany's rulers "equally great as diplomats, administrators and soldiers." Frederick William, in 1799, in describing the proper methods of teaching in the Volksschule, said regarding history: "It should limit itself solely to the most important national events and have no other purpose than to awaken patriotic love and affection, pride in the deeds of our forefathers, and the desire to emulate them." In the elementary school, history is designed to plant "in the minds of the children the sense of German citizenship, love of country, allegiance to and admiration of the ruling house. Naturally, efforts must be made to awaken on the part of the elementary school pupils an enthusiasm for things military because the boys of this school must provide the empire with its soldiers, and the girls must become the mothers of future German battalions. The history teacher makes that class the liveliest of the day; patriotic selections are often recited; the teacher, says Alexander, frequently becomes so enthused by his subject that he would seem to us more like a Fourth of July orator than a school teacher. The Franco-Prussian War provides material for much of the history course; so much have the Germans glorified this war that even we Americans often forget that a few years before it took place we had a war in America where one battle more men were killed and wounded than in all the battles Prussia has fought from 1860 to 1914. Prussia's prowess in this war is more a result of distorted teaching than actual fact. A further aim of the history course which has been greatly stressed in recent years, is to put down socialism. The emperor has ordered that the schools help in putting down "socialistic and communistic ideas" among the people. The school teacher must prove that socialism is contrary to Christianity and impracticable; he must also show that "the Germans have continuously given

themselves pains to better the conditions of the working class"; he must prove by statistics how greatly to the living and working conditions of the lower classes have improved "under our royal protection."

Obviously there is nothing in the German history course to promote any knowledge of, or desire for, individual freedom. Frederick William IV, said in 1849, regarding the revolution of the preceding year, that the teachers were responsible for it. German rulers accordingly took pains to see that such a condition should not happen again. In 1890 the Kaiser announced at the famous educational conference in Berlin: "The school ought first of all, to have opened the eyes of the people to the fact that the extent to which any possible teaching of liberty is excluded from the German schools; the German school authorities desired to introduce as a schoolbook a life of Goethe written by an American, Boyesen; they stipulated, however, that the chapter in it discussing Goethe's love of liberty should be eliminated; when the truth loving American scholar refused, the authorities forbade its use in the German schools."

Poems of Love For Kaiser.

A very large amount of the German teaching of patriotism is personal, aimed to instill loyalty to the Emperor or to the monarchial principle upon which his power is based. Elementary school children are taught poems of love for the Kaiser with such statements as these: "The Kaiser has many soldiers; he loves us all; we love him too." "Here and beyond we were, we remain (thine, Lord and Emperor." All of the references to the Hohenzollerns make them out as all heroes who can do no wrong. Their house, is said, in one of the school books, to be "the greatest foundation of the German empire. Another teaches that only grateful devotion to the empire can maintain the State upon the heights she has attained. In the lower schools of Prussia the regulations require the use of a textbook that will show "how the monarchial form of the State is best adapted to protect the family freedom, justice, and the welfare of the individual. School children are taught that one of the worst crimes can be committed is Majestas Beleidigung, criticism of their ruler.

The schools also aim to glorify all things German. There is never a suggestion that the Germans have ever been defeated in warfare. It is also implicitly taught that in every war which Germany has waged she has been defending herself from the aggression of her enemies, and that the shield of the Fatherland is spotless. The history of other nations "is to be considered only as it is of importance for German history." Instructions in the German schools, ignores all points of view except the German. A German school geography contains the statement "that the Germans are the civilized people of Europe and, all real civilization elsewhere is due to German blood." A textbook in use in the upper classes of the gymnasium actually states that in our Civil War the real reason for the victory of the North was the fact that the population there was "predominately Germanic." The same text continues: "The relation of the Union to Germany has increased in warmth since the twelve millions of Germans, citizens of the United States, have become more deeply conscious of their Germanism and of their connection in spirit with the Fatherland." Another schoolbook contains this statement: "All that is good in France is owing to the Germanic race." It is in keeping with this desire to make Germanic all the great things of the world, that the Germans have put forth their claim, so ridiculous to the rest of the world, that geniuses like Shakespeare and Dante were really, after all, Germanic. Chamberlain and Woltmann are responsible for many such amusing statements. The former claims that Europe was saved from decay by the Germanic peoples, that modern Germany represents the fine flower of these peoples, and that any obstacle to the progress of Germanism really retards the progress of humanity itself. His book was undoubtedly one of the most popular of its kind that ever appeared in Germany; it had the approval of the Emperor; every schoolmaster in the empire was required to possess a copy. In their desire to laud their own prowess, the Germans have tried to place a copyright upon science: "Our science cannot be cosmopolitan, but German." They have also attempted to propagate a German religion: "all our efforts must tend to make the German spirit prevail in the heart of Christianity."

The Pan-Germanic dream, even, has entered the German schoolroom. Schoolboys were taught that the German empire of to-day should include all the territory in Charles-magne's kingdom. A school geography states that Switzerland, Belgium, Holland, Netherlands and Luxemburg are really inhabited by Germans, although now detached from the old German empire to which they once belonged, and to the living and working conditions of which they must be returned. Throughout all the teaching, the implication is that the Germany of today is only a small part of the real German empire. To extend the Pan-Germanic idea, colonies are necessary and Germany is described in the schoolbooks as a great colonizing nation. One geography states that Germans are the historic colonizers; that Germans conquered Venezuela, which should be part of Germany today; that a German signed the first maps of America and gave the land its name. The most popular geography, hundreds of thousands of copies of which are used, says, "Universal history shows that the prosperity—yes, even the existence—of States is dependent only upon colonization."

It may finally be noted that German school practices, as well as German school subjects, go far toward proving that German education caused the war. The discipline in the German school, aims only at obedience; the teachers browbeat the pupils and punish them. When pupils so trained become soldiers and are freed from restraint, the atrocities at which the world has been so shocked—naturally result. The German schoolboy gets no training in appreciation of or reverence for woman. It is rarely that he has a woman teacher. The religious instruction in the school is a mere sham and hypocrisy. There is no expectation that the character of the pupil will be influenced; the secondary school teacher's congress, not long before the war, passed a resolution to the effect that the school had nothing to do with the formation of character.

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The German schoolboy gets no training in fair play. He has no sports. Those that have been attempted have resulted in such hatred between contending schools that they were abandoned by official edict. A German schoolboy's word of honor amounts to nothing. The masters are spies and there is no expectation that the students will do right unless compelled to. Spying, indeed, is one of the great characteristics of the German school; it is expected that boys will "tattle" on one another; the son of an attaché of the American embassy in Berlin was expelled from a German gymnasium because he refused to tell tales on his fellow pupils. The masters spy on one another. The schoolboy is one of a group, never an individual. He never asks questions of his teacher. Listen to me so that you can tell me back what I am telling you, shouts the German teacher to his pupil. The Government thinks for him and regulates his very action. During the week the school teacher is in charge of him, even during the recess period. On Sunday the state controller minister instructs him.

Education, instead of enlightening the German nation, has debased and dehumanized it.

Benefit of Choral Singing

EQUALIZES MEN, CREATES SPIRIT OF BROTHERHOOD AND TAKES MIND OFF BUSINESS.

Music gives utterance to something within one which can never find expression in words or acts, in the opinion of A. E. Westbrook, director of music in the Kansas State Agricultural College. Choral singing is of great benefit to a community.

"Music is of great advantage to men," said Professor Westbrook. "It equalizes them, creating a spirit of brotherhood, and takes their minds off business. It gives them a new and different insight, which is accomplished not by singing the popular songs, but by really good music that can be appreciated. The value of music in bringing together socially disorganized communities has never been fully realized. By choral singing people in any one locality can be brought into certain sympathy with one another. Wherever there is a neighborhood there is a chance for singing. A leader is needed who will select only the best music. Where neighboring groups have been singing the same kind of good music they will find in any large community gathering that they will have something in common and will be ready to take part in choral singing on an even larger scale. "If an orchestra playing Beethoven played in a community meeting to such music, there would be forth from the audience an unstrained applause such as comes only from people who are really hungry for good music—the kind of music that community musical societies will bring to them."

A Curious Ordeal

Plight of a Man Who Almost Met Death Touch Him.

IN A VAT OF BOILING WATER

His Vivid Story of His Sensations as He Tumbled Helpless on His Back on a Bale of Raw Silk in the Seething Liquid and His Tardy Rescue.

A man who is now at head of one of the largest establishments for dyeing silks in this country tells a story of a strange and thrilling adventure that he passed through when he was still only the superintendent of the "boiling room."

"Silk," he says in telling the story "has been the means of my living and once it saved my life. Have you ever been in a room where they boil the raw silk? It's a hot, steaming place, with great bubbling vats that are sunk to a level with the floor. The raw silk, in bales, all fluffy and sticky comes in on rolling-trucks and is dumped into the vats. The mass has to be stirred about a good deal before it gets soaked through and goes under."

"When they had one I began to look around for the stirring fork. I couldn't find it anywhere. 'Confound Bill!' I said to myself. 'He loses everything.'"

"I had hardly got the words out of my mouth when my foot went off the edge of the vat, I felt myself falling, and I was seized with the full conviction of death."

"I had time to think over just how terribly hot the boiling water would feel and to wonder how much of me would be left when the men came back from dinner. Then I felt myself land flat on my back on the mass of floating silk."

"To this day I can see the very look of the old smoky roof as I lay on the island of silk with the boiling water on all sides. It was horribly hot there. The perspiration started out all over me, and I felt that I must move. "First, however, I shouted as loudly as I could. When no one answered I cautiously tried to turn on my side. The bale of fiber began slowly to roll over. Nearly paralyzed with terror, I threw out one arm. It was—just enough change in balance. I felt the rolling motion stop. Then I knew it wouldn't stop to move. I lay on my back, poised on the middle of the bale, and waited for help. After a minute or two I began to realize that the silk was slowly sinking into the vat."

"You could hardly notice the motion. At first I could look out of the corner of my eye and see the edge of vat No. 8. A little later, when I looked again, it was out of my line of vision. I couldn't move without having the bale roll over, and if I remained still I would go down inch by inch into the scalding water below."

"I can remember that I became a little hysterical. It's funny what tricks the mind plays."

"This is dying with a vengeance," I said aloud, and I even laughed as I said it."

"It was growing hotter. Steam had begun to percolate through the silk, and I was wet through with the stifling clouds that rose from the surface. By and by, however, some one answered my shouts. The door opened and two men came running across the room."

"Get a pole!" shouted one. "I knew that would be fatal; the slightest push and I would roll over into the steaming stew."

"Boys, cried I, 'don't touch me or it will be all over! One of you turn off the feed pipe.'"

"I could hear the chug, chug of the steam being cut off from the vat. A moment later I could see the wet rim that broadened round the edges, and I knew the water was falling. It took half an hour to empty No. 6. For awhile the two men ran around like excited June bugs. Then they got a rope and sat on the edge of the vat watching me with great staring eyes. "As the water ran out the silk sank now on one side, now on the other. Once it started to roll. Both the men grunted and sat up very straight. Suddenly one of them cried out: "There's the bottom!"

"I felt the mass of silk settle against something. I heard the last water gulp as it ran out. Then I faintly saw a light."

NILES' CORNERS

School re-opened on Tuesday with Miss Shannon again as teacher.

Mr. Reid, of Melville, spent a day last week with Mr. and Mrs. Harry Datoe.

Mr. Lindley Greer has newly sided his house.

Mr. and Mrs. Wm. Keetch, Lake shore were guests of Mr. and Mrs. C. Ryan on Wednesday.

Mr. and Mrs. C. Sager, of Salem and Mr. and Mrs. H. Murphy, of Concession spent a recent Sunday with Mr. and Mrs. Norris Datoe.

Mr. and Mrs. D. W. May and family of Little Kingston spent Sunday with Mr. and Mrs. C. Ryan.

SAYS MEXICO WANTS ALLIES TO HAVE OIL

Luis Cabrera Declares New Decrees Will Not Harass Them—Would Increase Output.

(New York Times)

The new oil decrees of Mexico which separate the title to surface lands from the sub-soil deposits which the Government claims, and which decrees drew allegations of "confiscations" from Great Britain, will not work hardship on the U. S. or the other allied nations, according to Luis Cabrera, formerly Minister of Finance of the Carranza Cabinet, who is stopping at the Hotel McAlpin. Mr. Cabrera, who returned several days ago from South America, where he had gone as Chairman of a Mexican mission, said that the origin of the present system of taxation and regulation of oil in Mexico dated back to Feb. 17. "Mexico never meant to interfere with the oil supply of the Allies," he declared, "nor to interfere with vested interests. Her purpose was just the opposite, to increase her output and to open the production of oil to all interests on an equal basis. Mexico is today supplying the Allies with more oil than they can transport."

Mr. Cabrera said there was inserted in the new Constitution of his country a clause calling for the separation of the title to surface lands and sub-soil deposits, with the intention of nationalizing the oil fields. He said the idea of the measure was to prevent monopoly and assure reasonable revenues to the Government, which until 1913 had let its oil wealth pass out of its hands. We have no income tax, and we charge a certain percentage on the rough output of oil, so that with the tax levied on it Mexican oil is the cheapest oil in the world today."

Speaking of his trip to South America, Mr. Cabrera said he left here last December to take part in the proposed neutral congress in the Argentine, but that he heard the congress had been postponed on the way down. Not desiring to lose the opportunity of surveying the commercial and economic fields of the South American countries, he visited Argentine, Brazil, Paraguay, Uruguay, Chilli, Bolivia, and Peru, and came to the conclusion that after the war these countries would come to a better understanding with the United States and with Mexico regarding their mutual economic interests and ideals.

The sentiment in the countries of South America, toward the United States, is distinctly friendly, said Mr. Cabrera. He declared that reports of pro-German tendencies in Mexico were without truth, and added that Mexico was doing all it could to aid the Allies in the way that the Allies needed help, through shipments of Oil help and other articles.

LANSDOWNE LOOSE AGAIN

Written for The Ontario by

Chas. M. Bice, Lawyer, Denver, Colorado

Lord Lansdowne entertains a "deep-seated desire"—and thinks others share it—"for a further explanation as to conditions upon which we are prepared, not to make peace, but to open discussion which might lead to peace."

With whom does this pacifist want the English people to "open discussion"? With the perjured government that held the famous conversation at Brest-Litovsk? With the astute and unscrupulous gentlemen who talked the Ukraine into a fatal peace? With von Hintze, master of intrigue, or von Hertling, to whom Belgium is merely a pawn?

As the late lamented von Kuehlmann said, with truth and wisdom, any discussion must pre-suppose some measure of "mutual confidence in each other's honesty and chivalry."

Nor is it mere confidence in the honesty and chivalry of the individual that is needed, else we might talk with Prince Lichnowsky or Dr. Muhlon, the erstwhile Krupp director. There must be confidence in the "honesty and chivalry" of the State behind the spokesman, or conversations are futile.

Germany has a long road to travel before she can ask us to recognize the existence of von Kuehlmann's prerequisites to discussion; just how long a road is in part indicated by the fact that the Prussian house of lords has expelled Lichnowsky, and Dr. Muhlon is in exile in Switzerland for their honesty and chivalry. These are virtues that

are not tolerated in Germany. We confess to a "deep-seated desire" to know why Lord Lansdowne, and a few others of his ilk, persist in speaking and writing as though there were no record in clear and specific statement of things considered by the Allied democracies essential to peace.

Why does he ignore the revealed utterances of President Wilson, whose words have the approval of the entire Allied governments, and who has set forth in terms sufficiently definite, and yet not too rigid, the fundamental principles inseparable from a just peace?

What further explanation is necessary than that which the President gave in his Independence Day speech?

Two days later Lloyd George committed the British Government to that declaration of the Allied position and declared Germany could have peace immediately by its acceptance. But Germany will not accept it—yet. She wants a "made in Germany" peace, which she will never get.

Does Lansdowne, and those who share his viewpoint, desire that we should modify that position until it brings from the enemy a favorable response?

It is difficult, yes, impossible, to understand his "deep-seated desire" in any other way. It would be interesting to know what this gentleman is seeking to save, anyway. He refuses to take the public into his confidence, or to set forth his terms of peace.

Mrs. Pettibone, of Trenton, visited her niece, Mrs. Harry Datoe last week.

Mr. and Mrs. Hilton Clapp motored to Pleton on Monday.

Mr. and Mrs. Benjamin Ellis spent the week-end with Mr. and Mrs. Ross Crickshanks at Melville.

The farmers are wearing smiling faces since the beautiful rain of last week.

Thrashing is the order of the day and all report a good yield.

Duke of Devonshire is making a tour of Saskatchewan wheat fields.