

## Friedrich Franz Karl Hecker, 1811–1881

### Part II

Kevin Kurdylo

*As the 150th anniversary of the beginning of the Civil War approaches, we will examine the role German-born immigrants played during that historical era. The first section of this article on Friedrich Hecker (Spring 2010) examines his career in Europe before he came to this country. This section focuses on his activities in America.*

Realizing that Lincoln's election as president meant an end to compromise on the issue of slavery, southern states began to secede from the Union in the first months of 1861. Propelled by the same strong beliefs he held during the Revolution of 1848, the fifty-year-old Hecker answered Lincoln's call to arms, and he crossed the Mississippi River by rowboat to join Francis (Franz) Sigel's 3rd Missouri Volunteer Regiment—as a private.<sup>1</sup> Hecker

was convinced that the contract of the Union could not be broken by a minority of states,<sup>2</sup> and he believed firmly that each man should take his place according to his abilities. Because he felt Sigel was the more experienced and competent soldier, he was prepared to do his part as an infantryman if need be. There were others, including some of his prominent German-American friends, who felt Hecker should lead his own troops.

In May of 1861, without Hecker's knowledge (though capitalizing on his reputation), recruitment had begun in Chicago for what was called the 1st Hecker *Jäger* [Hunter] Regiment, later known as the 24th Illinois Volunteers, and Hecker was offered command of this regiment with the rank of colonel. At first he declined, still wishing that someone with better leadership skills would be chosen, but attestations of loyalty from German-American soldiers and his own idealism made him change his mind. Whatever visions he may have had of leading well-trained men committed to principles of the greatest good were soon shattered by grim realities.

The 24th Illinois, comprised primarily of German and Hungarian immigrants, suffered from lack of support and supplies, continuous orders to march, too many officers



Colonel Friedrich Hecker

and not enough privates, and a severe discipline problem, the latter exacerbated by friction between Hecker and his subordinate officers. His determination to have European-style discipline and order were frustrated when others would not fulfill the duties he gave them. Still wounded by the defeat of 1848, Hecker was prone to paranoia and explosive outbursts. He felt that nativist forces in the administration were responsible for his lack of supplies, and that immorality and laziness were rampant among the troops. After seven months, Hecker resigned command of the 24th Illinois and returned to his farm, once

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## Greetings, Friends and Readers!

Summer has finally come, and for many of us this means a change of scenery. I will spend a couple of months in Europe, including five weeks directing the academic program of the Sommerschule Wust in Saxony-Anhalt, in the former eastern part of Germany. Check us out on the Internet at <sommerschule-wust.de>. The school offers English classes taught by a group of twenty native speakers of English who come from Great Britain as well as the United States; our students range in age from 10 to 75 or 80. But the entire program includes much more: enough theater, music, art, sports, and other activities to overfill an entire summer. While I am there I find plenty of interested audiences who want to know about the activities of the MKI, and I, in turn, pick up lots of information that is useful for my projects at home. This is a great deal of fun but also very hard work—and I will certainly return to Madison at the beginning of the semester quite ready to get back to the “normal” old grind.

But I do get a wonderful change of scenery while in Wust. Here is a photograph of the Romanesque village church in Wust (a village with 450 inhabitants), which stands directly across from our school building, an old manor house now used as an elementary school. The church, which dates from ca. 1200, was damaged in the Thirty Years War and rebuilt thereafter in the Baroque style. And about eleven kilometers away is the larger and also picturesque town of

Tangermünde, with old city walls and lovely church towers.

Meanwhile, back in Madison, we have completed some projects and are getting ready for the challenges that lie ahead. The MKI's twenty-fifth anniversary festivities were over more than a year ago, but I have just finished editing the volume of conference presentations from last April (2009), which will appear later this year with Peter Lang under the title *Paths Crossing: Essays in German-American Studies*. I am glad to see the end of this, even though—all in all—our quarter-century celebrations were a richly rewarding experience.

You will remember that the intention behind our conference was to illustrate the breadth of German-American studies and its interdisciplinary appeal. For this reason, we invited participants with a wide range of interests: historians of various kinds, geographers, Germanists, and more. We wound up with what some might consider a really wild mixture...but were pleasantly surprised at how everything fit together and how much everyone felt at home.

Perhaps we should not be surprised. After all, German-American studies today is actively involved in



all kinds of research in the humanities and social sciences: history, ethnicity, language islands and bilingualism, immigration studies, historical geography, music, folklore, etc.

The contributions and traditions of German-speaking immigrants are an integral part of our country's fabric, lying so deep in America's cultural undercurrents that they are often overlooked: in our language, our cuisine, our attitudes, and our way of life. And studying the story of the

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The Newsletter of the Friends of the Max Kade Institute for German-American Studies is published quarterly at the University of Wisconsin-Madison. Submissions are invited and should be sent to:

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## Minnesota Center Digitizing Immigrant Letters

Kevin Kurdylo

In mid-May I was invited to take part in a symposium hosted by the Immigration History Research Center (IHRC) at the University of Minnesota. I was happy to visit this important center in our field of studies, and to learn about their significant and ambitious new project to digitize and make accessible letters written in languages other than English that were exchanged in the years between 1850 and 1970 by immigrants in America and their loved ones who remained behind. The project's goal is to transcribe and translate samples of such foreign-language letters, which are held in archives in North America, Europe, and Asia. An interactive and contextual Web site will be developed to encourage the preservation and use of these and other letters by diverse audiences, including teachers, students, family historians, and genealogists.

The letters reveal the very human side of globalization during a period when pen, ink, postal services, and steamships provided the primary means of communication and transportation. They illuminate the challenges of attempting to "stay in touch" over considerable periods of time and over long distances, and they provide researchers with insights into everyday life, decision making, literacy, linguistic change, religiosity, historical events, and emotional relationships. The IHRC's long-term hope is to link personal correspondence exchanged between sending and receiving countries, thus providing a more holistic view of the complex narratives and various expe-

riences associated with migration.

A preliminary model now available online features approximately 35 letters (dated between 1880 and 1960) written to and by immigrants in North America. The letters are drawn from six collections held in the IHRC's archives and represent writings in Italian, Finnish, Latvian, Ukrainian, and Croatian. They were chosen because they succeed in conveying strong emotional content in their descriptions of the life-altering emigration experience. Five to seven letters have been selected from each collection, and each has been digitized, transcribed, and translated.

The Web pages include historical background and contextual information on the letter-writers, their migrations, homelands, and lives, as well as the locations in which the letters were originally written. Letters by those writing in the German language—as well as many others—will be included in years to come. As the digital resources grow, researchers will be able to compare and contrast migration experiences across a broad

range of ethnic groups, revealing what the groups have in common or what is unique to each. As the IHRC eloquently describes it, the project will be of interest to those "in an array of fields related to migration, history, literature, language and linguistics, geography, communication studies, anthropology, sociology, and other fields . . . as well as a general audience that will appreciate the very personal and often vivid stories the letters tell."

This is a challenging and undeniably richly rewarding project. Ethical issues of "reading another person's mail" remain important, and, while transcription and translation will occupy a great deal of time and effort, simply locating the letters may be a daunting task. Libraries, archives, and institutes are easy to identify and contact, but how do we gain access to all those letters held in family collections, bound with ribbon and stored in boxes in attics and closets?

The IHRC's pilot project may be viewed at <http://ihrc.umn.edu/research/dil/index.html>. 

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again disillusioned.<sup>3</sup>

Nevertheless, Hecker's eagerness to take part remained, even in the face of repeated defeats and his advancing age and declining health. He was a man who lived for action; according to his friend Caspar Butz, who visited him in the winter of 1861, Hecker was oppressed by inactivity "as the world around him glows with the flames of war."<sup>4</sup> Butz and others—including Carl Schurz, Lorenz Brentano, and Emil Preetorius—were working on Hecker's behalf to find him a new military position, writing letters and petitions, and putting editorials in the German-American newspapers. Immediately following Lincoln's Emancipation Proclamation in September 1862, a new Hecker regiment, the 82nd Illinois, was organized. The ethnic makeup of this regiment, like the 24th, was predominantly German—along with some Swiss, Irish, and Norwegians—and it also included a Jewish company organized and outfitted by the Chicago community.<sup>5</sup> The 82nd fought in a remarkable number of military engagements during its term of service (both under Hecker's short period of command and also later), including Chancellorsville, Gettysburg, Chattanooga, Lookout Mountain, Resaca, New Hope Church, Kolb's Farm, Peachtree Creek, Sherman's March to the Sea, and Bentonville. Hecker served as colonel of the 82nd only until the beginning of 1864, when he once again resigned, this time because he felt himself mistreated by his superiors, and especially because he had been passed over for promotion.

The government did use military promotions and distinctions to

acknowledge the response of ethnic groups to the call to arms. The promotion of Franz Sigel to major general was likely such an instance—the enthusiastic loyalty of German Americans for this leader of the Baden revolutionary forces ensured his usefulness despite his lackluster performance in the Union army. And it is possible Carl Schurz was calling in a part of the considerable political debt owed him by Lincoln when he received his first military commission. Hecker, who at first was eager to join the Union army as a private, was elected colonel by his soldiers, according to the rules of volunteer regiments; but a promotion to brigadier general would have to come from authorities in Washington. Sabine Freitag writes that

Hecker probably never desired anything more in his life than an official promotion. It would have been a repayment for his patriotism as well as a personal compensation for his defeat at Kandern. He would have regarded it as deserved official recognition for a citizen who had committed himself selflessly to the common good and the preservation of the republic.<sup>6</sup>

The 82nd Illinois was part of the 3rd Division of the XI Corps of the Army of the Potomac, and the 3rd Division was under the command of Carl Schurz.<sup>7</sup> At the beginning of 1863, the entire XI Corps, as part of the Army of the Potomac, came under the command of Major General Joseph Hooker. In May of that year, Hecker saw his most dramatic mili-

tary action, at the Battle of Chancellorsville.

A surprise attack at twilight by Confederate forces under "Stonewall" Jackson fell upon the exposed position of the XI Corps, and chaos resulted as panicked Union soldiers scattered and fell back through the ranks. Seeking to rally his troops, Hecker grabbed his regiment's flag and stepped forward with a loud cry. Finding his way impeded by retreating Union soldiers, he mounted his horse to encourage his men. He was then shot in the upper thigh and fell from the saddle. In a fitting twist on the story of a bullet being stopped by a Bible, the fiercely anti-clerical Hecker was saved from a more serious wound by his snuff box.

Hecker was cared for in Washington by his brother-in-law, Dr. Heinrich Tiedemann; he later went to Philadelphia with his sister Charlotte. During his convalescence he was incensed by articles in the English-language newspapers, led by an official report of General Hooker, that blamed the fiasco at Chancellorsville on the cowardice and deficient patriotism of the XI Corps's "running Dutchmen."

Hecker returned to his regiment in early July, and, according to his adjunct Eugen Weigel, he fell "once more into his madness about intrigues. . . he thinks everyone in the world wants to be rid of him."<sup>8</sup> And with the publication of another official report by General Hooker—this one critical of operations at Wauhatchie, Tennessee, in late October of 1863—Hecker's sensitivity to nativist prejudices was elevated to outrage at what he considered an insult to his honor and a threat to his chances for



promotion.<sup>9</sup>

Following a court of inquiry—which exonerated both Hecker and Schurz—Hecker requested an honorable release from military service, which was granted. His supporters tried to have him promoted to brigadier general even after his resignation, but without success, even though the recognition would have honored the entire German population of Illinois.

Hecker returned to his farm and, despite bouts of ill health, resumed his successful career breeding fine horses and cattle and growing excellent grapes for wine. When the economic woes of the 1870s began to affect him, Hecker capitalized on his oratorical skills, making the rounds as a lecturer, often on behalf of the Republican Party. While the lectures did earn him a fair income, Hecker also viewed them—in his typically idealistic manner—as a way to enlighten the people and promote civic virtues. His topics included women's rights (he was against them), railroad monopolies and markets, the importance of separating church and state both in Germany and in America (especially in the matter of education), and the influence of journalists. The latter topic revealed a personal interest of Hecker's, as he made frequent contributions to the German-language press, often generating controversy with his strident attacks on the Catholic Church and his strong opinions on other matters.

Hecker's disdain for religion colored his thoughts of death; he affected a crude man-of-the-earth attitude, stating that most of humanity in the end is nothing "but dung, muck, dust, dirt."<sup>10</sup> By late 1880 Hecker's

health had greatly deteriorated. His lungs were infected, and his breathing was difficult. By March of 1881 he knew he did not have long to live. In a letter to Caspar Butz he declares, "the old machine is finished. March will take me. My pains in the heart and lungs are such that I have given up hope of recovery."<sup>11</sup> He died on his farm in Summerfield, Illinois, on March 24th. His funeral is described in the memoirs of Gustave Koerner: it was a momentous affair, attended by more than a thousand people, including representatives from Hecker's regiments; Turners; members of several German, French, and Swiss republican associations; and friends and admirers. Koerner writes that "it was a singular coincidence that Hecker . . . was taken to his rest by a guard of honor commanded by one of the stoutest of Confederate soldiers."<sup>12</sup>

Hecker's status as an icon in both German and American history does not rest upon his achievements on

The Hecker monument in Benton Park, St. Louis, designed by Ernest C. Janssen. A granite obelisk bearing the dates 1848 (German Revolution) and 1861 (Civil War), as well as a bronze portrait of Hecker in relief (sculpted by Charles Steubenraugh), the memorial was dedicated in 1882 before a crowd of 15,000 people.



any battlefield; instead, it is rooted in his devotion to ideals—in the New World particularly his resistance to slavery—and his willingness to act upon those ideals. He is honored as a hero, and through the acclaim accorded to his life and experiences, the achievements of the Forty-Eighters as a group have been recognized. Their efforts in the years leading up to the Civil War, as well as their actions during the conflict, changed the course of our country's history. But beyond assisting the Union cause, their dedication and commitment also succeeded in transforming them into citizens with full allegiance to their new homeland. As Ella Lonn has written, "As a result of the war they abandoned completely the lingering hope of a renewed revolution in Germany. . . . In truth, they now

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## The Influence of the European Revolutions of 1848–1849 on Antebellum America

Cora Lee Kluge

*Distant Revolutions: 1848 and the Challenge to American Exceptionalism.* By Timothy Mason Roberts. Charlottesville: University of Virginia Press, 2009. xi + 256 pp. \$40.00.

There is a great deal to praise in this monograph, written by historian Timothy Mason Roberts. Looking beyond national boundaries, the author persuasively argues that the American conflicts culminating in the Civil War were an extension of the European rebellions of 1848–1849. More narrowly defined, Roberts's topic is Americans' perceptions of and reactions to these "distant" revolutions against European monarchies. The uprisings were welcomed at the beginning, until reports of violence shocked Americans into seeing things in a different light: as a dangerous antithesis to the gradual and peaceful changes that typified this country's history. Nevertheless, through the 1850s, America's liberal leaders were grappling with slavery, abolitionism, and growing divisions between the North and the South; and because of recent events in Europe, violence and war were increasingly viewed as a means of effecting change. Incidents in "bleeding Kansas" and at Harper's Ferry were signs of this. Roberts states that the Civil War was "America's ultimate response to the 1848 revolutions" (p. 20).

Nevertheless, from some points of view, Roberts's work falls short. To interpret American history "within

a transnational context," rather than "as separated from the rest of the world" (p. 2), he uses "both the news and images of those revolutions and certain significant European revolutionaries who crossed the Atlantic" (pp. 19–20). Beyond Louis Kossuth, however, he names only a couple of "significant" European revolutionaries who brought information to this country, essentially remaining blind to the fact that an estimated 2,000 to 4,000 of them had come to the United States as refugees and remained as influential citizens. Roberts's knowl-

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### According to Roberts, the Civil War was "America's ultimate response to the 1848 revolutions."

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edge of the role of the Forty-eighters appears limited. His only comment about Carl Schurz, for example, is that his connection with the Forty-eighters "suggests" their importance "to the formation of the Republican Party and the radicalization of the antislavery movement after 1848" (p. 184). And the Turnvereine he describes—surprisingly—as "Free German Societies" that "brought radical ideas to the South," including some far-fetched notions, "such as popular referenda as a basis for U.S. constitutional amendments, abolition of the presidency, and government ownership of railroads" (p. 128).

More than 100 years ago, the part

played by the Forty-eighters in American events of the mid-nineteenth century was not so unknown. "Who could have foreseen," asks Edmund J. James, President of the University of Chicago and Professor of Political Science, speaking at memorial services for Carl Schurz,

that some insignificant skirmishes in Southern Germany and some brief brawls in the streets of Berlin and a few other German cities in the year 1848 were destined to set in motion forces which on the bloodstained battle-fields of the new world were to turn the scale again and again in favor of freedom and unity and crown at last the forces of the North with victory and thus deal a death-blow to one of the most horrible and revolting forms of human slavery. And yet so it was. (*Deutsch-Amerikanische Geschichtsblätter*, July 1906)

For James the influential refugees from the European revolutions of 1848–1849 became the deciding factor in the policies of the Civil War era. They were idealists, not compromisers; they were willing to stake their lives and their careers once again—as they had in Europe—on the side of the Union and of freedom. James would agree with Roberts that there was a connection between the

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## “Where Is the War Ministry?": Useful Phrases in German, 1917

Cora Lee Kluge

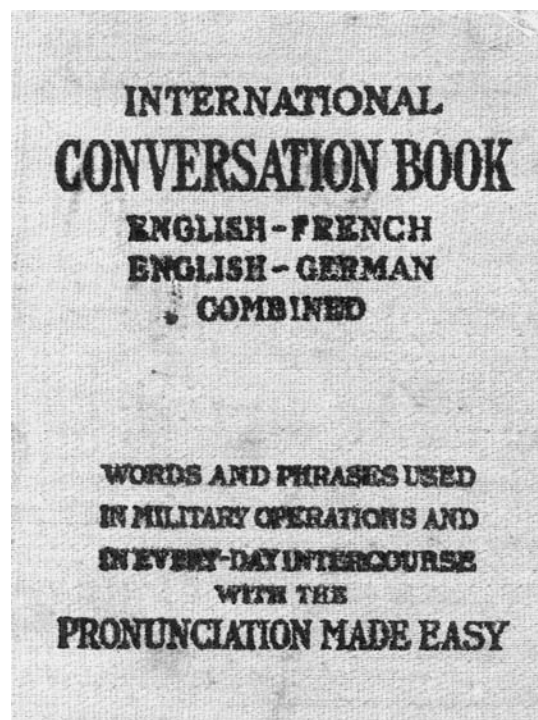
*International Conversation Book: English–French, English–German, Combined. Words and Phrases Used in Military Operations and in Every-Day Intercourse with the Pronunciation Made Easy.* Philadelphia: John C. Winston, 1917. 118 pp.


For my birthday this year one of my sisters gave me a copy of the pocket-sized book named above, which immediately intrigued me, especially because of its publication date: 1917. She had found it at a flea market somewhere and thought of me—and of the MKI, where it will find its home. This little booklet, according to its preface, is “designed to be of use to officers and men of the regular and medical service, commissary, transport, and aviation, in relations with the French and Belgian Allies and enemy prisoners.”

More familiar than special conversational language programs during World War I for members of the military are those that were instituted during World War II, when the United States, realizing that fluency in foreign languages was vital to members of the military stationed in Europe, made them a priority in the Army Specialized Training Program (ASTP). And yet, a quick check proves that there was indeed a sudden market in 1917 for phrase books, brief grammars, dictionaries, and texts containing reading selections. Frank Moore Colby’s *New International Year Book: A Compendium of the World’s Progress for the*

*Year 1918*<sup>1</sup> lists twenty-four titles in the category of phrase books alone, not including the one we now possess, most of which are for learning French, though some are for German. They bear wonderful and—at least to my modern ear—marvelously misleading titles: “French Tips for the American Soldier and Sailor,” “My French Companion,” or “French, à la Française.” Beginning in 1917, numerous Student Army Training Corps courses in foreign languages were also established in leading educational institutions in the country, and the methods of teaching modern foreign languages were (once again) under review. Thus those of us who have learned—or even taught—about the strong nativist sentiments of this period that nearly meant the end of foreign-language instruction in this country may have to rethink things.

What sort of phrases can one learn from the German portion of my little booklet? There are three pages under the category of “arrival”; three under “wounded”; and more than five under “military terms.” Useful terms for “after an action,” filling more than two pages, include “Ihr seid geschlagen” (You are defeated); “Der Sieg ist unser” (The victory is ours); “Tragen Sie ihn in das Feld-lazarett” (Carry him to the field hospital); and “Habt Ihr die Bruecke zerstoert?” (Did you destroy the bridge?). In the category “the airman,” one finds a charming quaintness, as well as mistakes: “Ich bin Fluegler” (I am an airman), or



“Jetzt ist er ausser Schussweite” (It is out of range now). Of course, all of the German phrases come with a suggested pronunciation: the laundress = dee vesh-er-in; the butcher = dair fly’sher. But would I really need to say “ine’a shtat’ bom-bar-deer’en”—or ask for “das kreeks’ min-niss-tair’-ee-oom”<sup>2</sup>? Maybe I better stick to learning from our modern phrase books . . . 

### NOTES

<sup>1</sup>Published in New York by Dodd, Mead, and Co., 1919.

<sup>2</sup>These phrases mean “to bomb a city” and “the war ministry.”



## Impressions of the 2010 Friends Annual Meeting in Milwaukee

*Antje Petty*

**O**n a beautiful, sunny first day of May over seventy Friends of the Max Kade Institute gathered at the Captain Frederick Pabst Mansion in Milwaukee for the annual meeting. The Mansion had brought in a number of volunteers who expertly guided us through the house in groups of 12 to 15 people. And what a house it is! Everybody was impressed by the different character of each room, the quality of the workmanship, the decorations and furnishings, and the technological features that were state-of-the art at the time. Equally interesting were the stories of the dif-

ferent occupants of the house and the stories of the efforts of the Museum to restore the Mansion to the way it was when the Pabst family lived there.

There is, for example, the “parlor,” a French Rococo room that was the private domain of Mrs. Maria Pabst. It was used for afternoon socials and as a retreat for female guests after dinner. When the Museum wanted to restore this room a few years ago, it had a number of black-and-white pictures that showed exactly what furniture stood where, what art was on the wall, and what patterns were used in fabrics and wall paper.

What the pictures did not show were colors. Having heard that this room was referred to as the ‘red room,’ the Museum commissioned fabric for furniture and drapes, exactly replicating the original patterns in pinkish-reddish tones. No sooner was the parlor restored to its “original look,” however, when a swath of the original fabric surfaced—and it was green!

After the hour-long Mansion tour, the Friends gathered for their business meeting. We reflected on a busy year at the Max Kade Institute and looked forward to another busy year that will



Photo courtesy of Jim Steakley.

The MKI Annual Meeting at the Pabst Mansion.





Photo courtesy of Ellen Soto.

A bit of Europe in Milwaukee: Mader's Restaurant.

be dominated by the Institute's impending move as well as the "Library Project" campaign. Also, three Board of Directors members were elected to second three-year terms: Peter Arvedson, Charles James, and Karyl Rommelfanger. The business meeting was followed by a 30-minute presentation on the history of the Pabst Mansion by the Mansion's historian, John Eastberg. At a brief gathering of the new Board afterwards, the following officers were elected: President, Karyl Rommelfanger; Vice President, Charles James; Secretary, Gary Gisselman; Treasurer, Peter Arvedson; Assistant to the Treasurer, Peter Monkmeyer.

All business taken care of, the Friends moved to Mader's restaurant, where they enjoyed a traditional

Southern German meal, wine and beer, and a good time. It was a great day, and we are especially grateful to Peter Arvedson, who organized everything and made the whole event run smoothly. Thank you, Peter! 🍷



Photo courtesy of Jim Steakley.

Celebrating in style at the Annual Dinner.

## The Fate of Young Jewish Girls at a Secondary School in Nuremberg during the Nazi Period

Carolyn Tappe

Accounts of what happened to the Jews in Germany and in German-occupied countries during the Third Reich usually either take the global approach (the millions of victims of the Holocaust or the thousands who shared this or that common experience), or else they focus on the stories of an individual or a very small group. A thin volume published as a collaborative report by a group of students in Nuremberg is different.\* The students had asked questions about Jewish students at their school during the period from 1933 to 1945, at a time when it had been a public school for girls named Städtisches Mädchenlyzeum mit Mädchenrealgymnasium Findelgasse (hereafter “Findelgasse School”): whether Jewish girls had been enrolled, and also what had become of them. When it became clear that the subject had not been investigated and little was known, a three-year school project began to take shape that involved difficult archival research, occupied many hours of the students’ time, and culminated in the publication of the report. The work was assisted and supported by many groups, including librarians, survivors’ organizations, city officials, translators, publishers, and local businesses.

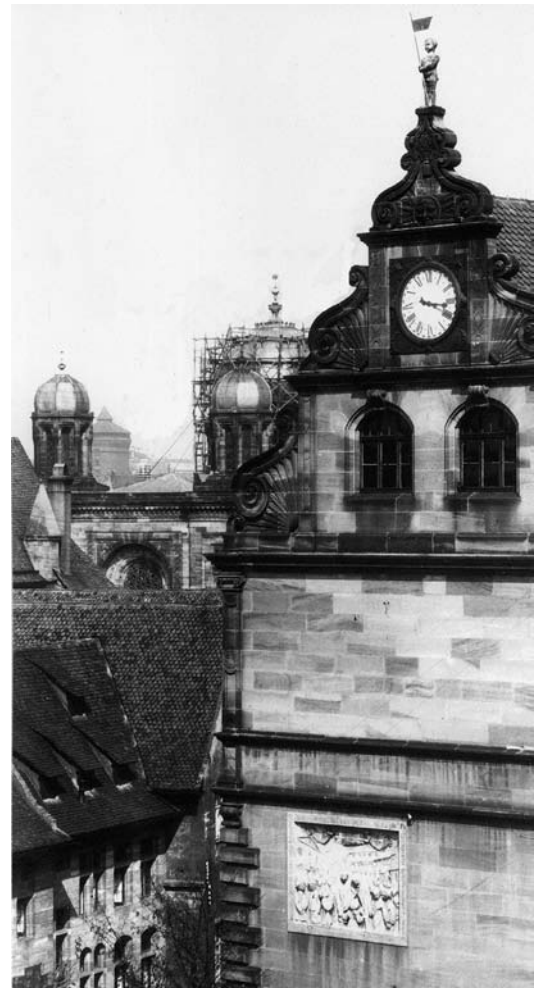
*“Verfolgt, vertrieben, ermordet”* (Persecuted, Banished, Murdered) contains short biographies of the 120 Jewish students who were enrolled

in the Findelgasse School during the year 1933–1934, together with a number of reports sent in by survivors as their reactions to questionnaires. These shed light on their life at the school and outside the classroom after the rise to power of National Socialism, and relate how some escaped the cruelty of the Nazi regime to begin again in another country.

When Adolf Hitler came to power in 1933, the Jewish girls of the Findelgasse School immediately experienced dramatic changes in their daily lives. The school’s liberal principal, Fritz Uhlemayr, lost his position and was replaced by Dr. Anton Lämmemeyer, a Nazi who led the school relentlessly according to the principles of the National Socialist Party. He began with a full analysis of the political views of all his colleagues and arranged the removal of those who were “unreliable”; his next goal was to expel the Jewish girls.

Meanwhile, outside of school the lives of the Jewish students became increasingly difficult. Their parents’ businesses were boycotted, their privileges to practice their professions were revoked, their personal property was seized, and many were forced to leave their homes to live in one or another of the city’s fifty-two Juden Häuser (Jews’ houses). When the Nuremberg Race Laws were passed

in 1935, Jews officially became second-class citizens, and communication between them and non-Jews was declared a punishable offense. The atrocities of Crystal Night, the night of the 9th to the 10th of November 1938, finally persuaded most Jews still living in Germany that they no longer had a future there. In all, 5,638



Findelgasse School in Nuremberg with the Jewish synagogue (destroyed in Crystal Night) in the background. Photograph from 1918.

Jewish inhabitants of Nuremberg left the city between 1933 and 1939, and at least 2,326 of Nuremberg's Jewish population died in the Holocaust.

In the early years after the Nazi takeover, a number of the Findelgasse School's Jewish students attempted to complete their education at other institutions, including the more liberal Labenwolfschule in Nuremberg or the Jewish school in Fürth, for which there was a long waiting list. A Jewish vocational college was also established in Nuremberg in September 1934, and professional retraining for adults as well as secondary school completion for those who had been expelled was offered for a while. Apparently, a number of Jewish girls chose an apprenticeship, a nurse's training program, or a course in a Jewish housekeeping school that had been established in 1926 near Munich.

In the final analysis, the only escape from the terror of life as a Jew in Germany was to leave for a far-away place, as emigration to a neighboring country such as the Netherlands, France, or Czechoslovakia usually resulted in falling victim once again to the racial fanaticism of the Nazi regime. The biographies of some of the students of the Findelgasse School shed light on how they fled, sometimes before or without their families. A number of them gave notice of their direct departure to the United States, but many of them moved first to another country to continue their education, to work, or to receive special training before they eventually found their way to America. The so-called "Kindertransporte" brought a number of the school's students to England in 1938 and



Photo of one class of the Findelgasse School, 1933. Numbers 1 through 7 are Jewish students, and number 8 is their Jewish teacher.

1939, while many of their relatives remained in Germany and died in the Holocaust. Some of the students remained in England permanently, or later emigrated to Canada or the United States.

In all, of the 120 Jewish girls in the Findelgasse School in the year 1933–1934, at least eleven died in the Holocaust, while only one of the girls managed to survive in Germany. The others succeeded in emigrating, though in some cases the information trail stops at the German border. Some went to Palestine, many to the United States, and some to South Africa, South America, or Australia. All were touched in some way by the Holocaust, many losing parents or siblings.

This well-researched and well-documented report sheds light on aspects of the Nazi period from a perspective we have not encountered elsewhere. We hope that before long someone will undertake the job of translating it into English. 🗺️

#### NOTE

\*"Verfolgt, vertrieben, ermordet": *Das Schicksal der Jüdinnen an einer Nürnberger Oberschule 1933–1945*. Ed. Arbeitsgemeinschaft Schulgeschichte des Städtischen Siguna-Gymnasiums Nürnberg unter der Leitung von Wolf M. Hergert. Nürnberg: Sandberg Verlag, 2007. 111 pages.

*Carolyn Tappe grew up in the village of Danstedt in former East Germany. She spent a year in Ohio (2007–2008) and returned to the United States (fall, 2009) to begin undergraduate studies in the field of Wildlife Ecology and Conservation in the College of Agricultural and Life Sciences at the University of Wisconsin–Madison.*



## From the MKI Library Archives: Pages from the Arkansas German-Language Press

Cora Lee Kluge

### Nun ist ihre Gelegenheit

Zu kriegen einen guten  
Refrigerator, Hammock, Lawn Schwing  
deren Preis 10 Prozent herabgesetzt ist.

Wenn Sie irgend etwas in

Furnitur, Kugs, Art Squares, Matlings, Linseum

u. s. f. gebrauchen, sprechen Sie bei mir vor und sehen Sie  
meinen großen Vorrath dieser Sachen, und ich bin überzeugt,  
daß ich Sie befriedigen kann.

Qualität befriedigt. Preise sind recht.

D. E. Mahle,


furniture.

Leichenbestatter

These charming advertisements appeared on 10 September 1908 in the *Stuttgart Germania* of Stuttgart, Arkansas. In the ad above, D. E. Mahle, furniture dealer and undertaker, announces a sale and offers 10 percent off items such as a “refrigerator” and a “lawn schwing”—words that would not have meant much to a speaker of German in Germany. Other items are also available, and customers should just come in to be convinced that the shopkeeper can satisfy them. Not only Mahle’s vocabulary, but also his word order and his idiomatic phrases are a little wobbly. Nevertheless, at least his promises are appealing: “Prices are right”—“Quality satisfies”—“Now is your opportunity

to get [some good deals]”!

In our second ad, we are told we do not need to take a trip to Chicago to purchase our wallpaper. Instead, A. A. Swartwood suggests “Buy wallpaper of me”—which we understand to mean “Buy wallpaper from me.” Like Mahle’s ad, this one is loaded with non-German words and phrases. “Wandpapier” (wallpaper) is not a German term, and “Wandpapier bei Mustern” is a little oblique (wallpaper according to patterns?). Just tell him what colors you want, so that it harmonizes with both your “carpet” (again, not a German term) and your furniture. Mr. Swartwood is an experienced paper hanger, who also hangs “imitations and stained glass,” and he uses “Collier lead” in all of his paint!

Stuttgart, Arkansas, which lies about 70 miles southeast of Little Rock, today has a population of approximately 10,000 people. It was given its name by Adam Bürkle, a minister from Stuttgart, Württemberg, in 1880. 



würde Keinem nützen, um billiges Wandpapier zu kaufen denn ich verkaufe Wandpapier bei Mustern, und nirgends hier wird man es besser und billiger kriegen können. Es ist mir möglich unter dem gewöhnlichen Verkaufspreise um 25 Prozent billiger zu verkaufen als jeder Andere, da ich mit Großhandlungen in Chicago und New York in Verbindung stehe, sprechen Sie nur bei mir vor. Sagen Sie mir nur, welche Farben des Papiers Sie wollen, damit es mit dem Carpet und den Möbeln der Zimmer harmonirt. Alles ist neu, und neuesten Mustern; keine Ueberreste. — Ich hänge Tapeten, Imitationen, Stained Glas, und gebrauchte „Collier Blei“ in all meine Anstrichen.

Zwanzig Jahre Erfahrung hat uns gelehrt, was das Beste in den Farben in unserem Klima ist.



A. A. Swartwood.



## Pamela Tesch

Antje Petty

Welcome back to Wisconsin! When Pam Tesch was an undergraduate student in the German Department at the University of Wisconsin–Madison finishing her Bachelor’s of Science in German Literature and Math, she took a class with Professor Charlotte Brancaforte, then Director of the Max Kade Institute, who told her about “the little cottage in the woods” as she called it, which at that time offered Saturday German for children and functioned as a place where faculty could carry out German-American research. When Pam returned for a Master’s in German Literature in 1993, she taught Beginning German classes to first-through-eighth-graders and became good friends with her fellow teachers Mary Guckel and Patricia Reaves and the staff at the Keystone House, including Mary Devitt and former MKI Director, Hank Geitz.

In 2000–2001, now working on her Ph.D., Pam became a Project Assistant at the Institute, working as editorial assistant on the Friends Newsletter and the MKI monograph series and creating educational outreach programs. Her lesson on introducing the German script to beginning-German students was one of the first units that MKI developed for K–12 teachers.

After finishing her dissertation in 2003, Pam moved to Michigan, where she taught German at Oakland Community College in Farmington Hills and at Oakland University in Rochester. Last year



she and her family returned to Oconomowoc, Wisconsin, where Pam teaches as a substitute teacher in the Oconomowoc Area School District, does Old-German-script transcriptions and translations into English, and writes for children. She has recently published a poem in *Highlights* (see <[http://www.highlightskids.com/Magazine/Feb10/h10210\\_poemFred.asp](http://www.highlightskids.com/Magazine/Feb10/h10210_poemFred.asp)>).


While still a student, Pam joined the Friends of the MKI. Her interest in German-American immigration and bilingual education, however, goes back much further and is rooted in her own personal experience. As Pam points out, she has always been a German American herself. She grew up in a bilingual family with a German mother who spoke mostly German with her and an American father who spoke mostly English with her. Pam spent the first seven years of her life in Germany, and German was her first language. In the early 1970s, the family moved to Wausau, Wisconsin, where Pam started attending Franklin Elementary School. Her mother was advised not to speak so much German at home so that Pam and her siblings could develop their English skills. This request meant that her family

then mostly spoke English instead of German in their daily lives. German was still spoken in the household, but less often, and mostly with German friends and relatives. Now Pam and her husband Tod have their own children who are learning German, too. Her son Sam (14) is taking German in high school, and he and his sister Sofie (9) have practiced their language skills on trips to Germany.

As a member of the Friends, Pam is particularly interested in educational outreach projects and old German-American documents, especially those written in the old German script. She is also interested in German immigration history, especially German immigration after World War II and the literature written by German immigrants in the second half of the twentieth century. This is an aspect of German immigration where the Max Kade Institute intends to expand its efforts, too, particularly documenting and recording stories of those who participated in this generation of the immigration experience. We are glad to have Pam as a Friend to help us along. 🐾

Continued from page 5

definitely became a part of America, accepting this as the future home for themselves and their children.”<sup>13</sup>

According to Edmund J. James’s statement (cited in part one of this article), the Forty-Eighters were sometimes “obstinate and difficult material.” Nevertheless, James believed that “this very defect was perhaps an outgrowth of their virtues. [The Forty-Eighters] might not have been the tower of strength they were for the Union cause if they had not had the very defects which sometimes irritated and tried us.”<sup>14</sup> This seems to be an especially apt assessment of the fiery, impulsive, and complicated figure Friedrich Hecker. 

#### NOTES

<sup>1</sup>Missouri was a contested state with divided loyalties, but it was kept under Union control in part through the actions of its German immigrant citizens, particularly Franz Sigel. Trained at the military academy in Karlsruhe, Sigel had led revolutionary forces in Baden and, like Hecker, enjoyed hero status among the German-American population. Though now an educator in St. Louis, Sigel was involved in military training at the city’s *Turnverein*, and he helped to rally Missouri Germans when Lincoln called for troops to defend the Union. Sigel’s military record as a commanding officer is less than glowing, although his ability to motivate and recruit German immigrants kept him in service. A popular slogan among Sigel’s men was “I fights mit Sigel!”—a phrase denoting German-American pride that was used in a sentimental ballad as well as in a Confederate song that made fun of the German-speaking soldier.

<sup>2</sup>Hecker especially detested the notion that an aristocracy of Southern slaveholders could jeopardize the Union; this was a hierarchical structure abhorrent to Hecker’s conception of democracy.

<sup>3</sup>The events surrounding Hecker’s resignation are complex, and while his complaints about conspiracies may be overstated, administrative delays were indeed vexing. Even the lieutenant governor of Illinois, Francis A. Hoffmann, was criticized by Hecker for “neglecting his duty.” Interestingly, Hoffmann wrote several books for the German-speaking farmer under the pseudonym Hans Buschbauer.

<sup>4</sup>Sabine Freitag, *Friedrich Hecker: Two Lives for Liberty*, trans. from the German and edited by Steven Rowan (St. Louis, MO: St. Louis Mercantile Library, University of Missouri–St. Louis, 2006), 237.

<sup>5</sup>Lieutenant Colonel Edward Selig Salomon of the 82nd Illinois was also Jewish. An immigrant from Schleswig-Holstein, he later became commander of the regiment and a brevet brigadier-general; after the war he was governor of the Washington Territory and a California legislator. Two of his cousins were Union generals, while the third, Edward Salomon, was the eighth governor of Wisconsin.

<sup>6</sup>Freitag, 249.

<sup>7</sup>Sigel commanded the XI Corps from June 1862 until April 1863, just before the Battle of Chancellorsville. Sigel’s replacement, Oliver Howard, was viewed with suspicion and distrust by the predominantly German-ethnic soldiers of the XI Corps.

<sup>8</sup>Quoted by Freitag, 244.

<sup>9</sup>Freitag points out that Hooker’s accusations actually applied to Schurz and not to Hecker (pp. 245–246). Once again, the circumstances surrounding Hecker’s resignation are too complicated to convey in this short article.

<sup>10</sup>Freitag, 435.

<sup>11</sup>Freitag, 437.

<sup>12</sup>Gustave Koerner, *Memoirs of Gustave Koerner, 1809–1896: Life-Sketches Written at the Suggestion of His Children*, vol. 2 (Cedar Rapids, IA: Torch Press, 1909) 659–660.

<sup>13</sup>Ella Lonn, “The Forty-Eighters in the Civil War,” *The Forty-Eighters: Political Refugees of the German Revolution of 1848*, ed. A. E. Zucker (New York: Columbia University Press, 1950), 218.

<sup>14</sup>Quoted by Hildegard Binder Johnson, “Adjustment to the United States,” *The Forty-Eighters: Political Refugees of the German Revolution of 1848*, ed. A. E. Zucker (New York: Columbia University Press, 1950), 67–68.

## Farewell to Dr. Henry Peters

Henry A. Peters, Jr., long-time member of the MKI Friends, died on June 5. Dr. Peters was born on December 31, 1920, in Oconomowoc, WI, and grew up in the house established by his grandfather, who had emigrated from Germany in 1850. Following his father, who had a medical practice in their home, Peters studied medicine at the University of Wisconsin–Madison, graduating in 1943. He served in the Navy from 1945 to 1948, when he became a faculty member in the UW Medical School. As a doctor, Peters was world-renowned in the fields of neuromuscular disease and neurotoxicology, and was one of the foremost authorities on the medical disorder porphyria. He provided free medical consultation throughout southeastern Turkey and worked to provide medical services through the Wisconsin-Nicaragua Partners of the Alliance for Progress. He was known as a physician with a kind bedside manner, always listening to his patients.

Peters’s warm baritone voice was greatly appreciated by audiences of the Madison Symphony and Chorus and the Madison Opera. He also honed his skills in painting and photography, and was interested in genealogy and spending time with family and friends. He will be missed.

Recognizing Dr. Peters’s interest in his German heritage, the family suggests that Friends of the Max Kade Institute make contributions in his memory to the MKI Library Project through the University of Wisconsin Foundation. For more information, please call 608-262-7546.

## Join the Friends of the Max Kade Institute for German-American Studies

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revolutions of 1848–1849 and the American Civil War; but unlike Roberts, James locates the connection squarely with Forty-eighters residing in this country.

Students of German-American history will not be satisfied with Roberts's work. There was a great deal more contact between liberal movements in Europe and in America than one finds revealed here—and the transnational exchange went in both directions. What about reports in German-American newspapers concerning revolutionary movements in Europe and political issues in America? What about the enormous direct influence on American politics of figures such as Reinhold Solger and Carl Schurz, or Friedrich Kapp's well-known treatment of the slavery issue? Elizabeth Cady Stanton's work with the women's movement is given

several pages in Roberts's work, but without mention of her association and collaboration with Forty-eighter Mathilde Franziska Anneke. Ottilia Assing's name does not come up at all, either together with that of Frederick Douglass or separately. And one should not overlook the literary, historical, and journalistic reports concerning events in America that were published in Europe by German Americans, all of which would expand the transnational perspective.

This study concerns at best Americans' English-language perceptions of and reactions to the European revolutions of 1848–1849. Except for one article in Italian, there are no foreign-language texts in Roberts's entire 30-page bibliography. Nevertheless, those of us who see German-American studies as a field that illuminates American history will welcome Roberts's contribution as a confirmation

of what can be done if one looks beyond national borders, as well as an inspiration to continue to work in the same direction. If only for this reason, his monograph should be given a place on our bookshelves. 

*Continued from page 2*

German Americans points the way toward understanding many other ethnic groups.

German-American studies is an expanding field, and we find that we are both challenged and enthusiastic about what we do. Our paths are crossing again and again—with those of colleagues in other departments and in other parts of the world; our country's German heritage with its Anglo-American heritage and its many other ethnic backgrounds.

Until we meet again: work hard, have fun, and do stay in touch!  
—Cora Lee

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### *Are you*

- ... passionate about history?
- ... interested in America as an immigrant country?
- ... intrigued by the experiences of your German ancestors?
- ... concerned about the preservation of American print culture?

### *If so, please support the MKI's Library Project for*

- a state-of-the-art facility in our new quarters on UW–Madison's central campus;
- new acquisitions;
- an endowment to support library staff.

*This is a three-year fundraising campaign. Tax-deductible contributions can be made to the MKI Library Capital Campaign Fund at the UW Foundation. For more information, contact Antje Petty at (608) 262-7546 or <[apetty@wisc.edu](mailto:apetty@wisc.edu)>.*