The German Element in the United States with Special Reference to Its Political, Moral, Social, and Educational Influence

Faust Albert Bernhardt
Title: The German Element in the United States with Special Reference to Its Political, Moral, Social, and Educational Influence

Author: Faust Albert Bernhardt

This is an exact replica of a book. The book reprint was manually improved by a team of professionals, as opposed to automatic/OCR processes used by some companies. However, the book may still have imperfections such as missing pages, poor pictures, errant marks, etc. that were a part of the original text. We appreciate your understanding of the imperfections which can not be improved, and hope you will enjoy reading this book.
THE GERMAN ELEMENT IN THE
UNITED STATES

VOLUME II
THE GERMAN ELEMENT
IN THE
UNITED STATES

WITH SPECIAL REFERENCE TO ITS
POLITICAL, MORAL, SOCIAL, AND
EDUCATIONAL INFLUENCE

BY
ALBERT BERNHARDT FAUST

IN TWO VOLUMES
VOL. II

BOSTON AND NEW YORK
HOUGHTON MIFFLIN COMPANY
The Riverside Press Cambridge
1909
COPYRIGHT, 1909, BY ALBERT BERNHARDT FAUST
ALL RIGHTS RESERVED

Published December, 1909
CONTENTS

INTRODUCTION .................................................. 1-4

CHAPTER I

AN ESTIMATE OF THE NUMBER OF PERSONS OF GERMAN BLOOD IN THE POPULATION OF THE UNITED STATES

Previous investigations ........................................ 5
Mannhardt's work reviewed by Böckh .......................... 5-6
Division of the subject into three problems ................. 6
  I. The total number of persons of German parentage in the United States in 1900 ...................... 7-12
  II. The number of persons of German blood in the United States in 1790, and the number of their descendants in 1900 . 12-18
  III. The number of the descendants of German immigrants of the period 1790-1900 not already enumerated .......... 18-23

The addition of the results of these questions yields a total of about eighteen millions, which represents approximately the number of persons of German blood within the United States in 1900 .................................................. 23-24

Comparison with the numerical strength of the English and Irish elements .......................... 24-27

CHAPTER II

THE INFLUENCE OF THE GERMANS IN THE MATERIAL DEVELOPMENT OF THE COUNTRY

I. THEIR PROMINENCE IN AGRICULTURE AND DEPENDENT MANUFACTURES

The Germans as farmers ....................................... 23
Leading traits .................................................. 28-30
As owners of homesteads ...................................... 31-34
Settlement of the limestone areas ............................ 34-35
Their choice of land with rich forest growth .............. 35
The best farmers in the United States ...................... 35-37
American specialties produced by Germans .................. 37-38
Fruit-growing — Schwerdkopf, the first strawberry-grower in New York .......................... 38-39
CONTENTS

Phüllip Dorschheimer ........................................ 172–173
Other German leaders ......................................... 173–174
Michael Hahn .................................................. 174–175
German governors and congressmen ....................... 175–180
Others in public life .......................................... 180–184
The idea of a German State in the United States ...... 184–185
Conventions of the German revolutionists .............. 185–187
The National German-American Alliance ............... 198–200
Summary of chapter .......................................... 200

CHAPTER V

THE GERMAN INFLUENCE ON EDUCATION IN THE UNITED STATES

Introductory remarks ........................................ 201
Four periods .................................................. 202
German schools and teachers in the eighteenth century; Franklin
College, Lancaster, Pennsylvania ......................... 202–203
American students at German universities; Ticknor and Everett . 208–212
Cogswell and the Round Hill School, Northampton, Massachusetts 213–214
Influence of Pestalozzi and Fellenberg .................... 214
Beck and Follen .............................................. 214–217
First professorship of German at Harvard, 1825 .......... 215
Various German influences .................................. 217–219
Reports of Griscom, Bache, Stowe, V. Cousin ............ 219–220
University of Michigan ....................................... 220–221
The state universities ....................................... 222
Horace Mann; his travels in Germany, and reports ..... 222–224
Normal schools ................................................ 224
Henry Barnard ............................................... 224
Herbertian doctrines ........................................ 224–225
Cornell University, technical education; college of forestry 226–227
Other schools of forestry .................................... 227–228
Johns Hopkins University; graduate studies; German university
system transplanted ......................................... 228–231
The German element represented in university faculties 232–236
The kindergarten ............................................. 236–238
Public schools compared with private schools .......... 238–239
Plan of a German seminary at Philippsburg ............ 239–240
German private schools ..................................... 240–245
Teaching of German in the United States ............... 246–247
Union of teachers ........................................... 247
Reform in modern language teaching ..................... 247–248
Vocational teaching ......................................... 248–249