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Reel
157

Box
56

Folder
533

What I would say to the German Students Arriving in Cleveland,
1937.

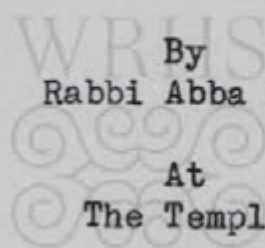
483

WHAT I WOULD SAY TO THE GERMAN STUDENTS ARRIVING IN
CLEVELAND

By
Rabbi Abba Hillel Silver

At
The Temple

On
Sunday, May 2, 1937



This evening there will arrive in our city one hundred students from the high schools in Germany to spend six weeks in our city and to attend our high schools. In their return to Germany they will take with them presumably one hundred Cleveland high school students to spend a similar period of time in Germany. The students who came across - this student exchange - on the face of it, is a very innocent and commendable enterprise. It is highly desirable of course for the sake of better understanding between nations today that there exist the freest, greatest degree of neighborliness between the student bodies, faculties and school systems generally of all countries.

No one, leastwise the liberals and the friends of international good will and cooperation will therefore object to students from foreign countries coming to our schools and students from our shores visiting schools on other shores.

But we are dealing here not at all with an innocent enterprise of a well-intentioned government bent upon international good will. We are dealing with a very shrewd piece of propaganda on the part of a very unscrupulous government which in its own land has trampled under foot those very ideals of tolerance and good will, freedom of thought and free education which their student emissaries presumably are to acquaint themselves with in Cleveland and in free America.

The purpose which prompted the German propaganda department which is headed by that malevolent Goebbels to send those students here is not educational but political. There have been streams of such contact groups coming from Germany in the last few years, especially engineers, bakers, clothiers, chemists, even brewers to learn the art of beer-making.

And now high school students. Their purpose is not to learn from America. The Nazis are convinced that they have nothing to learn from anybody. They are omniscient. They are perfect. They are so perfect that they feel they ought to rule the world. These contact groups are being sent in order to persuade the American people, and similar groups by the way are being sent to the other countries which the Nazi Regime would like to cultivate, these contact groups are being sent in order to persuade the American people that in Germany, all is sunshine and roses, that the German people today is just one big happy family and that all the criticism that exists and which has been launched against the Third Reich is lies made by the Jews and Communists; that Hitler is above all things interested in world peace and that the rearmament of Germany which he has stimulated and which in turn has stimulated a mad rearmament race of the whole world is simply intended to save the world from communism and from Jewish domination. And so, whatever land the Nazi government would like to cultivate is being subjected to a systematic campaign, carefully planned and outlined by its public relation experts. These groups who come to this country from Germany are coached, trained. Their missions are purely fictitious. The real purpose is propaganda.

In the same way the German government is spending huge sums of money to bring over to Germany American students, American professors, presidents of American colleges and universities in order to subject them to an intensive course of pro-Nazi propaganda and in order to counteract that natural resentment which exists in American academic circles of the shameless trampling under foot of the sanctities of free education.

Every few months the Nazis discover some new occasion to send out invitations to the universities of the United States and England and other countries to solicit delegates to come to Germany. Last year it was Heidelberg. This year it is Gottingen. Next year some other excuse will be discovered to invite institutions of the great intellectual centers of the world to come to Germany. Fortunately our great institutions have not permitted themselves to be beguiled. Oxford, Cambridge, Yale, in our own land, have refused because they know what it is all about. They are not naive and they wish to utilize this opportunity to demonstrate their resentment of what has happened to culture and learning in Germany. Those professors who did go to Heidelberg were subject to a veritable barrage of pro-Nazi propaganda which nauseated them.

So that the liberals in our city of Cleveland who have gotten up on the high horse of broad-mindedness and who insisted upon the coming of these German high school students to Cleveland as an act of international good will of happy augury are simply as naive as the Nazis would like them to be.

The Fascists of the world haven't money to spend to finance a three thousand mile jaunt for one hundred high school students just to acquaint their young darlings with American democracy. The Fascists and the Nazis haven't any money as they themselves say for butter nor have they any money for trans-Atlantic picnics. They need their money as they say for cannons and for propaganda.

I should like to have you know that these students did not wait upon being invited. They were on the high seas long before your Cleveland Board of Education had an opportunity even to invite them as visitors in the classrooms. These youths - please do not speak of them as children - they are not nine, ten or eleven year old children who are coming over here. They talk about children is to win sympathy. These young men and women are hand-picked, carefully trained youths of seventeen, eighteen, nineteen, twenty. They are the backbone of Mullolini's and Hitler's followers. They are not children. They are serving here as the nuclei around which will rally pro-Nazi sentiment in the community.

Cleveland will experience, in the next six weeks a whole series of receptions, the first of which takes place this evening in the Public Hall, and meetings and demonstrations, the singing of the Nazi songs and perhaps the Nazi salute. The schoolwork of these one hundred pupils is purely incidental and the commonplace in all this business. Most of these students are inadequately prepared either by their knowledge of English or the duration of their stay here to learn anything substantial in the schools of the city. And the one hundred students from Cleveland who will go with them for six weeks to Germany will be subjected as any organized group of visitors is subjected in Germany to a very skillful and very subtle campaign of propaganda so that they will come back home at the end of the summer full of enthusiasm about the loveliness of Germany. Perhaps also inoculated also with the virus of anti-Semitism because you can readily understand that Mr. Goebbels is not going to take these young people to the concentration camps, the prison camps nor to the ghetto schools to which Jewish

students have been consigned. They will not see with their own eyes when they go to Germany what has actually happened to that regime - to tolerance and decency.

In a hundred home in Cleveland, upon the return of these students - these homes will become centers from which will radiate good will, friendship, appreciation of the marvelous Germany of Hitler. That is the purpose of this coming to Cleveland of these German students.

Their coming here ought to be utilized by us to call the attention of the American people to what has actually been done in Germany to education, to the havoc which has been wrought in the academic life of the country.

There is a popular saying that when a man is going mad it begins in the head. And that is where the madness began in Germany - in the head - in the high schools in the universities. One of the first places of Nazi propaganda, of anti-Semitic propaganda were the high schools and the universities in Germany. They were the first when the Nazis came into power to submit themselves to the dragooning of the Nazis. Every professor, Jew or non-Jew who had been liberal, who had advocated peace was thrown out of the classroom, driven either into exile or to suicide.

The ship which carried these hundred students must have passed on the Atlantic the ship which was carrying back to Europe Thomas Mann, crown and glory of German literature who was not only deprived of his citizenship but the university of which had honored him with an honorary degree - that university had the meanness to notify him that it had now decided to reject his degree - non-Jew - the very glory and pride of German literature. That is what is happening in Germany,

the land of culture, the land which is now inviting our students to come and to learn culture in the ways of civilized life. There all education is regimented. It is all a part of the Nazi conformity. Any difference leads to the concentration camp or worse. The whole aim of German education has been revamped. The whole of the German people is to be educated for war.

In "Mein Kampf," Hitler writes: "It will be the task of the Nationalist State to see to it that an adequate education is given to youth in order to provide for a generation prepared for the final and greatest decisions on this earth. The nation which will take this road first will be the victorious one."

The purpose of education in Germany is not to train young people into the ways of civilization, cooperation, culture so that they will have a free mind so as to be enabled to revere truth. Not at all! The purpose of the new education is "werhaftigkeit". The whole spirit of the new education is the "wergeist". Any group of schools in Germany which is still independent like the Catholic and refuses to be dominated by means fair or foul into this spirit of the state schools - that is why you have this campaign today against the Catholic priests, monks and the most infamous and indecent trials - not to clean up the moral life of Germany but simply to discredit the Catholic church and its educational institutions in Germany.

And of course what happened to the Jewish teachers and students is a well known fact unfortunately. That is why when these students arrive in Cleveland, we are opening our Jewish Welfare Fund Drive in Cleveland. That is why we appeal to people to give money to German Jews. German people did not need our help four or five years ago or any time before that. What has happened that we must now

go from door to door to ask for alms to support the lives of men, women and children in Germany who years before were the most munificent supporters of other people? ^{what} Why/has happened is that this iniquitous regime who has the effrontery to send us their one hundred students as "Exhibit A" has forced scientists such as Albert Einstein out of Germany, has taken a community of six hundred thousand men, women and children and has crushed them under the wheels of barbarism. That is why tonight we open our campaign to keep these unfortunates alive.

And what happened to the Jewish children in Germany is, of course, the most indecent chapter in the record of indecencies of this regime. It began first with separating Jewish children in the classrooms, sending them off from their friends with whom they had played up until this time, branding them with the mark of shame, warning non-Jewish people against playing with them, walking with them or talking with them.

The following letter was received from a boy thirteen years old, the son of a Jewish father and a Christian mother who had been brought up in the Christian faith. The letter was written from Paris where the family fled. This is the letter from a thirteen year old Jewish lad who had been raised from birth as a Protestant.

"I was the only Jew in my class. Until Easter I was a Protestant, then they found out that my father was a Jew and so I became one. After that everything was different. No one would be friends with me. No one would answer me. In school no one would sit next to me. They all used to want to before, as I was the best in the class and they all wanted to crib. Now I had to sit all

alone on the back bench. At first I was frightfully unhappy - more so as the masters who always used to like me could not stand the sight of any more. When they came into the classroom everyone had to jump up and with right hand outstretched, shout 'Heil, Hitler!' I did too -- or I didn't. I don't know. If I did, then the whole class would shout 'The Jew is profaning our greeting!' And if I didn't the master shouted 'You wait, you Marxist b'stard!' Then I was ordered to shout 'Heil, Hitler!' alone three times. The whole class laughed. I was so afraid, I wanted to cry. And then I used often to be late so that I shouldn't have to shout 'Heil, Hitler!' The master used to give me extra work to do as a punishment. He wrote in the class book, 'For Jewish slovenliness.'

"Once I did not know the answer - I used always to know before - so he asked me if the only thing I could do was 'Fires and murders like my father.' Once when I could not answer, the history master said I should be slaughtered like father. I tried to pull myself together, but tears used to sometimes come and then they used to say I was a dirty coward like the rest of the Marxists. The worst thing of all was in the 'Breaks' in the courtyard. We children of Jewish and Marxist parents had to go into the corner of the courtyard by ourselves. Then there was always trouble. The others shouted nasty things at us and threw stones. Once I defended myself, so they hit me and bullied me fearfully. Those in charge didn't even come near.

"At singing it was worse still. I had to learn the text of the Horst Wessel Lied and the other songs and then I had to say them alone. Again they used to laugh and shout horrid things.

"In drawing I had to do nothing but swastikas. Once I got detention because I drew a crooked one. Then the master wrote in his book, 'For ridiculing the German symbol.'

"Before I used to be the best pupil. Now I was the worst. Whether I got something right or wrong, I always got the worst marks. I was the scapegoat for everything."

That, of course, was not an isolated incident as you may well imagine. Those things took place by the hundreds and thousands. Jewish children were at first allowed to attend public schools but since last Easter they have been driven out of the German schools and forced into ghetto schools. Recently, a friend of mine turned over to me a letter which she received from a little Jewish girl. This is the letter:

"My dear Aunt:

"Hoping you are very well. I am writing today myself and you will imagine I have a peculiar motive. Two days before we go Eastern-holidays and in receiving my testimony, I was told that I have to leave the school. Now I have no other chance than to go to the single Jewish primary school. But I have no mind for that because it is limited relating to space and not an agreeable stay, also no possibility neither for swimming nor for gymnastics.

"Dear Aunt, nearly all my friends are in abroad, the majority in America. Perhaps you can arrange for me that I will be claimed by somebody of your acquaintances who is ready to take me. Please do me the favour taking care for it. I would be very obliged to you for always.

"With many thanks and all love, I remain

Yours "

In the Aryan schools - the high schools from which these hundred

emissaries are now coming to Cleveland it is compulsory to give instruction in the theory of race, and MacDonald, whom you will recall, was the former High Commissioner for Refugees, in submitting his final report to the League of Nations said this:

"According to a decree of Reichminister Rust, no 'non-Aryan' pupils may be admitted to German elementary public schools. 'Racial science,' teaching that the 'non-Aryan' is a perverse and traitorous creature has been made a fundamental part of the school curricula by order of the Prussian Minister of Education. The Instructions issued by the Prussian Minister for Economy and Labour, for example, in March 1934, setting forth the subjects recommended for 'civic education' in professional and technical schools, contained suggestions for the study of 'the new structure of the family and nation on a racial basis, and in this regard the Jewish question'.

"Among the official school texts chosen by Reichminister Rust for this racial study are the following: Adolf Hitler's Mein Kampf; Theodore Fritsch's Handbook of the Jewish Questions; H.F.R. Gunther's Racial Science of the Jewish People; and A. Rosenberg's Protocols of the Elders of Zion and Jewish World Politics. The instructions given to German school teachers on methods of lecturing schoolgirls on the Jewish question advise that 'when raising the Jewish question with the girls, steps should be taken by the teachers to bring out the fact that Jews are of Asiatic descent and cannot mix with 'Aryans', and that intermarriage with Jews is out of the Question'. In the schools of Bavaria a text-book by von Fikenscher, Aufbruch der Nation, is used with the approval of the Minister of Education and is particularly devoted to reconstructing German history so as to portray the Jew as a

villain. The Handbook of the Hitler Jugend teaches the same doctrine."

And then, there is that new book of nursery rhymes which has been printed for four and five year olds - pictures and poems and in each one the Jew is represented as the devil or some horrible person to be shunned and avoided as the enemy of little children.

And it is this regime, an organized state of 65 millions which has poisoned the whole educational system with infamous lies - it is this regime which has asked American citizens of Cleveland to send their children to their schools and which is now sending its young people as its emissaries to us.

I wish I had these hundred people before me. I assure you I won't get a chance. I would like to say a few things to them if their ears have not been stopped and their eyes not covered by blinkers. I should like to say to them: Try, if possible to utilize these few free weeks, the freest weeks which you have had in your lives and which you are likely to have for many years to come, to learn what a free people really does, how a free people really lives, how a civilized nation tries to solve its problems without resorting to tyranny, blood purges, how a great nation can grow, as this nation has grown, in spite of the fact or perhaps because of the fact that it is built up by the labor and sacrifice and enterprise of peoples of all ~~and~~ races, creeds and color. Here we try to make not ancestry and blood, but character and ability and loyalty the measuring rod of human worth. I should like to take them into our schools and libraries and show them how we try to learn more, we try how/to advance more in knowledge not by stifling opposition but by trying to learn from the opposition what of truth may be in it. Here we don't burn books. We don't lie. I should like to tell them that here, too, we train our children into the love of country -

patriotism. We don't try to fill them with egoism, belligerency. We don't romanticise here about soldiers or war. We try to cooperate as friends and neighbors with other countries. I should like to tell them that here, too, we have our fanatics and zealots of all kinds. But we don't turn our government over to them, or our institutions. I should like to tell them, finally, that during the next few weeks that they will be here, that they will be able to catch something of the mood and the spirit of free America. They will go back home not happier but wiser and it is this wisdom wedded to some discontent which will be in their souls that may some day bring about the unhappy regeneration of their unhappy Fatherland.



Their purpose is not to learn from Russia. The Nazis regime
is convinced that it has nothing to learn from anyone -
It is invulnerable - perfect so perfect that it should be
allowed to rule the world. Its purpose is to persuade the
Am. people - that all is sunshine & roses in Germany - are great
happy family - that all the criticism is just the
envy of Jews and communists - that Hitler &
also all else in the world loves peace - and that his
huge machine of war which he sent the whole world
into a mad race - is only there to save world from
Marxism & Jewry - And so wherever land H. goes - whether
to cultivate for trade or loans or pol. & banking - is
subjected to a ^{carefully planned} ~~careful~~ campaign - devised by / that's / pol
public relations experts - ~~so as to win~~ ^{hands of} Germans - carefully
~~crafted~~ constructed - an art abroad - on all sorts of
~~perhaps~~ missions - and large sums of money are
spent by the govt to buy students, professors, writers &
journalists etc to go to subject them to an intensive
course of white propo. - Every year 6 weeks or 10
a new occasion is discovered for invading homes.
in U.S. & Eng - to send delegates to see - to part in celeb.
of some anniversary of some battle - last year Herderberg. This
year Gothaer - knowing his resentment in U.
circles in far lanes - to the chambers chamberlain women
part of the raised action + crit. of That - in G. documents

2. The great U. has not been regarded. Oxford-Cambridge - & French
Jals - They suspected pol. motives. And in reality. Heideberg
- barracks & non-too-white tentance prep.

[illegible]

4. Then further will reach the purpose of ^{together} nuclei, round which will rally pro-Nazi sentiment in the ^{main} campus. to which they are sent. Cleveland will ^{have} a 6 week period of Nazi receptions - meetings - ^{Nazi songs, Nazi salutes - Nazi} celebrations - The school work is the incident and the ~~celebration~~ ^{celebration} is all their business - And in 6 weeks - these students - whose Eng. is most ⁱⁿ ~~is~~ ^{is} inadequate will be H. S. graduates - will know very little of Am. that a Am. universities - even if their minds were attuned to be receptive -

And 100,000 Am. boys will be uninfluenced - adults are

5. Their coming - however - might well serve as an occasion to
review the Am. people ^{that they have forgotten} what was done to Educat. in Ger.
- what havoc has been wrought on part of the 11 -
When a man is going mad - it begins in the head

(1) Thomas Mann - Hon. degree -

(2) All that ex, mented - Teachers drogged, intimidated
- derivation - concentration camps - Exile -

(3) Am - "Heutichs" - Provisional - War -

Hitler (good) - "Wehr-geist"

(4) In order to destroy any indep. educat. units - &
"coordinated" ^{into state schools} such as Catholic schools - infamous
trials of priest & monks - to desecrate church
the educat. vestibules

(5) Story of treatment of J. children - most indecent
in record of modern world -

(6) at first - separated - (Jude)

(1) Am. entirely driven out (Jude & Hitler)

(2) Race (Jude & Hitler) - murder hate

(6) It is this regime which ^{has the} ~~is~~ ^{indecent} ~~is~~ ^{effort} to
send with Am. children students to come and
to learn the ways of educat. culture & life in the
schools - and is sending it student as exhibit A.
to free America.

6 - What I would say -

(1) Wasting Time -

(2) Put your time to better use -

(3) ~~Don't waste~~ Am. is a people of many people -

3/ What I would say.

- ① Wasting Time - Put your time to better -
- ② Amer - Many races - White & black - ^{not necessarily} character, ability
We have learned to live together -
class rooms
- ③ We, too, have many great problems - without recognizing
good of the people...
- ④ We train our youth - patristians - not drunk
play up role of soldiers
- ⑤ True educat. Not indoctrinat - Don't burn books
- ⑥ We, too, have our cranks, fanatics
- ⑦ Keep dignity, respect, freedom - just enough to suit

4/ If you can catch -

3. these youths (not children) will serve purpose - under
rally -

clerked will experience - 6 weeks -

School work - incidental - camp life - English made good

And the 100 students going abroad - Vancouver
filled with virus - Even adults!

4. their coming, however, recall to Amer. - what was
done - have

"When a man is young made, it begins in the head"

Thomas Mann - U. 7 born - (Inst). Ships

Regimented - Teachers degraded - Deviation -

Aims - Provincials - War - Hitler (Inst) - Wehrmacht -

Catholics - discredit -

Jewish teachers & professors - Jew. weapons found to enter

" children - most incident. (Inst) now separated
(Inst letter)

Race (Max Harnold). Nursery rhymes

It is this regime - which is inviting - & denoting

1. 100 - This student Ex, on face of it - Highly desirable - first -
No one -

But we are dealing - which, in its own land -

The purpose of the G. Prop. dept. in sending - Malevolent dwarf
not educat. - political.

Stream -

Purpose not to learn - On wisent -

" to persuade - something - on his - Criticise

Hitler, above all else,

And so whatever land -

groups of Gen - coached - petition missions -

Large sums spent to invite from abroad - subject them

Every few months new occasions - to persuade them.

in U.S. - England - delegates.

Heidelberg - Goe thegen - Know of resentment -

Not beguiled - Oxford - Barrege at Herdt..

4. The liberals. ∴ in this town - high horse - visit -
emissaries - little brother - mentors - act of
happy anxiety - have

The Fascists of the world -

Not, please, did not wait to be invited -

FRIENDS OF EUROPE

MONTHLY SURVEY OF
GERMAN PUBLICATIONS

October
1934.

CONTENTS

ADOLF HITLER PLEDGES
THE YOUTH TO GERMANY "Völkischer Beobachter"

HITLER ON EDUCATION "Mein Kampf"

NATIONAL SOCIALIST
LABOUR SERVICE "Völkischer Beobachter"

THE FOUNDATIONS OF A
GERMAN MILITARY POLICY Colonel Hierl

GUIDE AND ROADS TO
GERMAN GREATNESS E. Engel & R. Hoppenheit

FIELD SPORT, POPULAR
SCHOOL SPORT School Councillor Siegfried Henker

Adolf Hitler Pledges the Youth to Germany "Völkischer Beobachter"

"Everything that we demand of the Germany of the
future, we demand of you, Boys and Girls."

WE draw attention in this issue to two outstanding features of the Nazi Party Congress. One was the imposing Youth spectacle, the other was the Labour Service organisation (Arbeitsdienst). The address of the "Leader" to the Hitler Youth (at the Nuremberg Congress of the Party on September 9th), was worded as follows:

"My German Youth!

"After one year I am again able to greet you here. Tremendous happenings have since then taken place in Germany. Twelve months ago our struggle for power had already been crowned with success and since then our movement, of which you are the young guard and which one day will be carried on by you, has seized one position after another in the State, and by doing so handed them back to the German people. You yourselves have at the same time grown from an already large organisation to be the greatest Youth movement, and organisation, of the world. This is due to many comrades working under my appointed leadership of Comrade von Schirach.

You here in this wide gathering are only a fraction of what to-day is taking place in the whole of Germany. You must now grasp and learn while you are young, what we would like to see in the future throughout the whole of Germany. We know that nothing is given free in the life of peoples.

Everything has to be fought for and gained by struggle.

No one will be able to master in future that which he has not learned beforehand, and to

which he has not disciplined himself. And we want you German boys and German girls now to absorb all that we expect of Germany in times to come and all that we should like to see happen in Germany.

We want to be a people, and you, my youth, are to become this people.

In time to come we do not want to see classes and ranks, and therefore you must not allow class pride to develop within you!

In time to come we want to see one Empire, therefore you must begin now to discipline yourselves into one organisation!

In time to come we want this people to be faithful, therefore you must learn this fidelity.

We want this people in the future to be obedient; you must therefore train yourselves in obedience!

We want this people to be peace-loving, but courageous; you must therefore learn to be peaceful and courageous at the same time.

We do not want this people in time to come to be weak, but strong enough to withstand the hardships of human existence. You must therefore steel yourselves while you are young.

You must learn to be hard and to endure privation without ever giving in.

We want this people in future to become more honour-loving; therefore you must believe from your earliest youth in this conception of honour!

We also want you in future to be a proud people; therefore in your youth you must live in true pride. You must be proud to be the youth of a proud people, so that in the future your

youthful pride becomes the pride of the generation.

Everything we demand of the Germany of the future, we demand of you, boys and girls.

"This you must practice and by your effort give to the future, for whatever may be our creations and achievements to-day, we shall pass away.

But in you Germany will continue to live, and when there is nothing left of us, you will have to hold in your own strong hands the flag which we once lifted from obscurity.

You must therefore stand firm on the ground of your own country, and be hard, so that this flag shall never drop from your hands. Generation after generation will follow you, and you can then ask the same and demand that they shall become as you have been.

Then Germany will look upon you with pride and all our hearts will overflow with joy when we see you, and when we can look at you as the guarantee that our work has not been in vain, but has become fruitful for our people.

Then we will all be overcome with proud joy to see in you the accomplishment of our labours and be conscious that the millions of the Great War and the innumerable comrades amongst us have not made their sacrifice for Germany in vain, but that in the end there will again come into existence a united, free, proud and honour-loving people.

I know it cannot be otherwise because you are flesh of our flesh and blood of our blood, and in your brains burns the same spirit that governs us.

You cannot be but linked with us, and when the great victorious battalions of our movement are marching to-day through Germany, I know that you are joining the battalions, and we all know:

Germany lies in front of us, in us Germany is marching, and after us lives Germany!"

Hitler on Education

"Mein Kampf"

FOLLOWING the "Führer's" speech to Youth, we quote Hitler's ideas on education, taken from his book. "Mein Kampf," said now to have a circulation of more than three million copies.

"The educational work of the Nationalist State must consist in the first place in the training of healthy bodies and not in the mere teaching of knowledge. Mental training is a matter of secondary importance. A people of scientists, of physically degenerated, weak-willed and cowardly pacifists, will not be in a position to ensure its existence on this earth." (p.452).

"Our German people which to-day is lying on the ground, exposed to the kicks of the whole world, needs the suggestive strength of self-confidence. The entire training and education (of the young German) must be such as to convince

him that he is superior to others. His own physical strength and agility must convey to him the belief in the invincibility of the whole of his people. The nation will only be able to rise again if it is convinced of the possibility of winning back its freedom. This conviction can only be the final result of millions of individuals feeling the same. The collapse of our people was gigantic, and our efforts will have to be equally gigantic if one day we are to put an end to our misery.

"Those who believe that our present education for peace and order (in pre-Hitler Germany) will provide our people with the strength needed to smash up the order which means our doom, and to hurl our slave-chains into the face of our enemies, are mistaken. Only a surplus of national will power, of longing and utmost passion for freedom, will make up for what we lack." (pp.456-457).

"The Nationalist State will have to consider it its official duty to train youth, physically as well as mentally, after it has left school, and will have to carry this through with State institutions. This training may take the form of a preparatory training for future army service." (pp. 458-459).

"It will be the task of the Nationalist State to see to it that an adequate education is given to youth in order to provide for a generation prepared for the final and greatest decisions on this earth.

"The nation which will take this road first, is going to be the victorious one." (p.475).

National Socialist Labour Service is the best Education for National Unity

"**Völkischer Beobachter**" (16-9-1934)

FOLLOWING the participation of the Labour Service (Arbeitsdienst) in the Party Congress at Nuremberg, the Minister of the Interior, Dr. Frick sent the following letter of thanks to the Reich Leader of the Labour Service, *Secretary of State Hierl*.

"Sir,—On 3th September, 1934, the National Socialist Labour Service has for the first time come before the great public within the framework of a party gathering, and it has immediately succeeded in winning the affection not only of the members of the party gathering itself, but of the whole German people.

The overwhelming success of the great roll call of the National Socialist Labour Service, as also of the march past the Führer, means for you personally, Sir, the most handsome acknowledgment of your untiring, quiet and intensive work. It is a historical task which you and your co-workers have achieved in this one year, and gives us the assurance that the work is being completed in the Führer's spirit. Already to-day the National Socialist Labour Service is the best educa-

Indicts Nazi "Kultur"

(Continued from Page 1049)

it had always been given to express and release himself through language, to whom experience had always been one with the purifying and preserving Word.

The mystery of the Word is great; the responsibility for it and its purity is of a symbolic and spiritual kind; it has not only an artistic but also a general ethical meaning; it is responsibility itself, human responsibility quite simply, also the responsibility for one's own people, the duty of keeping pure its image in the sight of humanity. In the Word is involved the unity of humanity, the wholeness of the human problem, which permits nobody, today less than ever, to separate the intellectual and artistic from the political and social, and to isolate himself within the ivory tower of the "cultural" proper. This true totality is equated with humanity itself, and anyone — whoever he be — is making a criminal attack upon humanity when he undertakes to "totalize" a segment of human life — by which I mean politics, I mean the state.

A German author accustomed to this responsibility of the Word — a German whose patriotism, perhaps naively, expresses itself in a belief in the infinite moral significance of whatever happens in Germany — should he be silent, wholly silent, in the face of the inexpiable evil that is done daily in his country to bodies, souls, and minds, to right and truth, to men and mankind? And should he be silent in the face of the frightful danger to the whole continent presented by this soul-destroying regime, which exists in abysmal ignorance of the hour that has struck today in the world? It was not possible for me to be silent. And so, contrary to my intentions, came the utterances, the unavoidably compromising gestures which have now resulted in the absurd and deplorable business of my national excommunication. The mere knowledge of who these men are who happen to possess the pitiful outward power to deprive me of my German birthright is enough to make the act appear in all its absurdity. I, forsooth, am supposed to have dishonored the Reich, Germany, in acknowledging that I am against them! They have the incredible effrontery to confuse themselves with Germany! When, after all, perhaps the moment is not far off when it will be of supreme importance to the German people not to be confused with them.

TO WHAT a pass, in less than four years, have they brought Germany! Ruined, sucked dry body and soul by armaments with which they threaten the whole world, holding up the whole world and hindering it in its real task of peace, loved by nobody, regarded with fear and cold aversion by all, it stands on the brink of economic disaster, while its "enemies" stretch out their hands in alarm to snatch back from the abyss so important a member of the future family of nations, to help it, if only it will come to its senses and try to understand the real needs of the world at this hour, instead of dreaming dreams about mythical "sacred necessities." Yes, after all, it must be helped by those whom it hinders and menaces, in order that it may not drag down the rest of the continent with it and unleash the war upon which as

the *ultima ratio* it keeps its eyes ever fixed. The mature and cultural states — by which I mean those who understand the fundamental fact that war is no longer permissible — treat this endangered and endangering country, or rather the impossible leaders into whose hands it has fallen, as doctors treat a sick man — with the utmost tact and caution, with inexhaustible if not flattering patience. But it thinks it must play politics — the politics of power and hegemony — with the doctors. That is an unequal game. If one side plays politics when the other no longer thinks of politics but of peace, then for a time the first side reaps certain advantages. Anachronistic ignorance of the fact that war is no longer permissible results for a while of course in "successes" against those who are aware of the truth. But woe to the people which, not knowing what way to turn, at last actually seeks its way out through the abomination of war, hated of God and man! Such a people will be lost. It will be so vanquished that it will never rise again.

The meaning and purpose of the National Socialist state is this alone and (Continued on Page 1056)

Your Favorite Recipe

The American Hebrew will print each week a Prize Recipe to be supplied by a reader. For each recipe accepted we will pay \$1. This week's dish is submitted by Mrs. B. Udoff, Washington, D. C.

SWEET AND SOUR BEEF

Juice of one lemon	3 tbsp. sugar
1 onion (sliced)	1 cup boiling water
3 lbs. breast	1 piece of dill
Small bay leaf	Salt and pepper

Put meat in a stew pan. Add onion (sliced thin) and boiling water. Stew meat until tender (about 2½ hours), adding salt, pepper, and bay leaf. Then add lemon juice and sugar until sweet and sour to taste.

(Rules: Each recipe should be accompanied by a list of the ingredients to be used. Whenever possible, state specific brands preferred. In giving measurements, observe that all measurements should be level. Dry ingredients, such as flour, sugar, spices, soda, etc., should be sifted before measuring. In sending meat recipes, all meats are to be kosher.)



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Indicts Nazi "Kultur"

(Continued from Page 1055)

can be only this: to put the German people in readiness for the "coming of war" by ruthless repression, elimination, extirpation of every stirring of opposition; to make of them an instrument of war, infinitely compliant, without a single critical thought, driven by a blind and fanatical ignorance. Any other meaning and purpose, any other excuse this system cannot have; all the sacrifices of freedom, justice, human happiness, including the secret and open crimes for which it has blithely been responsible, can be justified only by the end—absolute fitness for war. If the idea of war as an aim in itself disappeared, the system would mean nothing but the exploitation of the people; it would be utterly senseless and superfluous.

TRUTH TO TELL, it is both of these, senseless and superfluous, not only because war will not be permitted it but also because its leading idea, the absolute readiness for war, will result in the opposite of what it is striving for. No other people on earth is today so utterly incapable of war, so little in condition to endure one. That Germany would have no allies, not a single one in the world, is the first consideration but the smallest. Germany would be forsaken—terrible of course in her isolation—but the really frightful thing would be the fact that she had forsaken herself. Intellectually reduced and humbled, morally gutted, inwardly torn apart by her deep mistrust of her leaders and the mischief they have done her in these years, profoundly uneasy herself, ignorant of the future of course but full of forebodings of evil, she would go into war not in the condition of 1914 but, even physically, of 1917 or 1918. The 10 per cent of direct beneficiaries of the system—half even of them fallen away—would not be enough to win a war in which the the majority of the rest would only see the opportunity of shaking off the shameful oppression that has weighed upon them so long—a war, that is, which after the first inevitable defeat would turn into a civil war.)

No, this war is impossible; Germany cannot wage it; and if its dictators are in their senses, then their assurances of readiness for peace are not tactical lies repeated with a wink at their partisans; they spring from a faint-hearted perception of just this impossibility. But if war cannot and shall not be—then why these robbers and murderers? Why isolation, world hostility, lawlessness, intellectual interdict, cultural darkness, and every other evil? Why not Germany's voluntary return to the European system, her reconciliation with Europe, with all the inward accompaniments of freedom, justice, well-being, and human decency, and a jubilant welcome from the rest of the world? Why not? Only because a regime which, in word and deed, denies the rights of man, which wants above all else to remain in power, would stultify itself and be abolished if, since it cannot make war, it actually made peace! But is that a reason?

IHAD forgotten, Herr Dean, that I was still addressing you. Certainly I may console myself with the reflection that you long since ceased to read this letter, aghast at language

which in Germany has long been unspoken, terrified because somebody dares use the German tongue with the ancient freedom. I have not spoken out of arrogant presumption, but out of a concern and a distress from which your usurpers did not release me when they decreed that I was no longer a German—a mental and spiritual distress from which for four years not an hour of my life has been free, and struggling with which I have had to accomplish my creative work day by day. The pressure was great. And as a man who out of diffidence in religious matters will seldom either by tongue or pen let the name of the Deity escape him, yet in moments of deep emotion cannot refrain, let me—since after all one cannot say everything—close this letter with the brief and fervent prayer: *God help our darkened and desecrated country and teach it to make its peace with the world and with itself!*

THOMAS MANN.

Kusnacht, Zurich, New Year's Day, 1937.

(Translated for Alfred A. Knopf, publisher of Thomas Mann, by H. T. Lowe-Porter.)

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only a "quarter Jew", that is, has only one grandfather or grandmother of Jewish blood; or if he fought in the war (most unlikely, of course, in the case of candidates for license at this date); and if his mental attitude and physical appearance are unobjectionable. Likewise, "non-Aryan" dentists and dental mechanics may not be admitted to the necessary examinations for the exercise of their profession.

Furthermore, according to rules set forth by the National Socialist Medical Association, "Aryan" physicians or dentists are forbidden to engage "non-Aryan" physicians or dentists as assistants, or substitutes, to have a joint consultation office, or to refer cases regarding expert treatment to specialists of "non-Aryan" descent. "Non-Aryan" physicians who come within the exceptions are also forbidden to employ "non-Aryans" who have been excluded.¹²

Education

According to a decree of Reichminister Rust, no "non-Aryan" pupils may be admitted to German elementary public schools.¹³ "Racial science," teaching that the "non-Aryan" is a perverse and traitorous creature has been made a fundamental part of the school curricula by order of the Prussian Minister of Education.¹⁴ The Instructions issued by the Prussian Minister for Economy and Labour, for example, in March 1934, setting forth the subjects recommended for "civic education" in professional and technical schools, contained suggestions for the study of "the new structure of the family and nation on a racial basis, and in this regard the Jewish question".¹⁵

Among the official school texts chosen by Reichminister Rust for this racial study are the following: Adolf Hitler's *Mein Kampf*; Theodore Fritsch's *Handbook of the Jewish Question*; H. F. R. Gunther's *Racial Science of the Jewish People*; and A. Rosenberg's *Protocols of the Elders of Zion and Jewish World Politics*.¹⁶ The instructions given to German school teachers on methods of lecturing schoolgirls on the Jewish question advise that "when raising the Jewish question with the girls, steps should be taken by the teachers to bring out the fact that Jews are of Asiatic descent and cannot mix with 'Aryans', and that intermarriage with Jews is out of the question".¹⁷ In the schools of Bavaria a text-book by von Fikenscher, *Aufbruch der Nation*, is used with the approval of the Minister of Education and is particularly devoted to reconstructing German history so as to portray the Jew as a villain.¹⁸ The Handbook of the Hitler Jugend teaches the same doctrine.¹⁹

The central organization of the German students (*Deutsche Studentenschaft*) has taken a leading rôle in preventing even

those "non-Aryan" professors exempt from dismissal from carrying on their teaching. Its proclamation of April 21st, 1933, called for the elimination of all Jews from Germany as "alien antagonists," and suggested the public burning of "un-German books". The student body of the University of Berlin ordered students not to enroll for or attend lectures delivered by "Jewish instructors".²⁰

Further, Minister of Education Rust on March 23rd, 1935, issued decrees which render it improbable, if not impossible, that "non-Aryan" children or those who refuse to accept National Socialist principles will be educated beyond the elementary school stage. Pupils of "Aryan" descent, even if intellectually inferior, are to be allowed to make up for this deficiency by their "bodily capacity," "ability to lead," and "personal character". In no case, the decree runs, may "Aryan" pupils be placed at a disadvantage in relation to "non-Aryan" pupils. In addition, children, who "through their attitude within or without the school sabotage the unity of People or State must be expelled".²¹

Artisanship

In the field of manual labour, also, the lack of specific legislation preventing "non-Aryans" from continuing their activity has been no obstacle to their exclusion in practice. Artisanship, like the cultural activities, the professions, and commerce, has been organized in the form of state associations, corporate groups which apply the racial principle to their jurisdictions.

This was clearly shown by the order of Dr. Hjalmar Schacht, Reichminister of Economics, on March 12th, 1935, when he pointed out that for "non-Aryans" the "independent pursuit of a manual craft as a standing trade is contrary to the provisions of the Third Ordinance regarding the Preliminary Reconstruction of German manual trades, dated January 18th, 1935".²² In actual fact, the Ordinance mentioned by the Minister of Economics contains no "Aryan paragraph". Nevertheless, his statement was a confession of a common state of affairs and accurately portrayed the reality that, without such a clause and on grounds of "unreliability", "non-Aryans" have been excluded from artisanship. In this field of activity, it has been decided that graduates of a Jewish manual training school course cannot, whatever their ability, become qualified for membership in the Manual Trades Guild, which is compulsory for all artisans. Furthermore, "non-Aryans" who have taken the regular manual craft training either find it impossible to obtain masters to whom they may be apprenticed, or, after their apprenticeship, may still be excluded from the Guild upon the protest of a single member. Furthermore, Jewish youth in Upper Bavaria, according to a decision of the Chamber of Commerce, may not be apprentices; for membership in the Hitler Jugend is required, an organization to which "non-Aryans" cannot belong.²³ Thus, for all practical purposes, in artisanship and the handicrafts, there is an unwritten "Aryan paragraph" which is effectively applied.

Commerce and Industry

The re-organization of commerce and industry along corporate lines has been directed towards the elimination of "non-Aryans" through the process of "co-ordination," and has been

¹² See p. 108. Decree of the Commissioner of Medicine, Dr. Wagner, August 22nd, 1933, *Völkischer Beobachter*, August 22nd, 1933.

¹³ *Völkischer Beobachter*, September 11th, 1935.

¹⁴ *Frankfurter Zeitung*, January 28th, 1935. Jewish pupils also must take the course in Raceology, for it is made a compulsory requirement in the final examinations. *Deutsche Allgemeine Zeitung*, September 20th, 1933.

¹⁵ *Völkischer Beobachter*, March 6th, 1934.

¹⁶ *Frankfurter Zeitung*, November 9th, 1934.

¹⁷ *Neue Deutsche Schule*, January 23rd, 1934.

¹⁸ It speaks of "inflation swindlers and Jewish profiteers" (p. 14) and urges "away with the Jews and the traitors" (p. 24). The Schools of Saxony, also, have been specially directed to emphasize the racial issue. *Völkischer Beobachter*, October 18th, 1935.

¹⁹ In a catechism, the following colloquy among others takes place and must be memorized:

12. Q. Why are we Jew-Haters?

A. The Jew is the scourge of humanity, the worm which eats up the nation and brings about its collapse.

²⁰ *Völkischer Beobachter*, May 14th, 1933, where this announcement was made under the caption, "German instructors for German Universities."

²¹ *Frankfurter Zeitung*, March 24th, 1935.

²² *New York Times*, March 13th, 1935, p. 13.

²³ *Frankfurter Zeitung*, October 6th, 1935.

ABSTRACT OF ADDRESS DELIVERED BY RABBI ABBA HILLEL SILVER AT THE TEMPLE,
ANSEL ROAD AND EAST 105TH STREET ON SUNDAY MORNING, May 2, 1937.

WHAT I WOULD SAY TO THE GERMAN STUDENTS ARRIVING IN CLEVELAND

The Student Exchange, on the face of it, is an innocent and commendable undertaking. No one, leastwise a liberal or a friend of international good-will can object to the coming of foreign students to our schools and to the going of our young people to foreign schools.

But we are not dealing herewith an innocent undertaking of a well-intentioned government bent upon international good-will but with a shrewd piece of propaganda on the part of a government which in its own land has destroyed the very ideals of tolerance, good-will freedom of thought and free education which ostensibly its young people are now to learn to understand in this country. The ~~purpose~~ purpose of the German Propaganda Department in sending these students here is not educational but political. Streams of such contact groups have been coming to this country from Germany. Their purpose is not to learn from America. The Nazi regime is convinced that it has nothing to learn from anyone. Their purpose is to persuade the American people that all is sunshine and roses in Germany, that the German people today are just one big happy family and that all the criticism launched against the Reich is just the vindictive lies of Jews, Communists and Catholics whose priests and monks are guilty of unspeakable immoralities.

The liberals in this city who get up on the high horse of broad-mindedness and insist that the coming of these hand-picked emissaries of Goebbels and the mentors and "fuerers" who accompany them is an act of international good-will of happy augury, are simply as naive as the Nazis would like them to be.

The Fascists of the world are not sending their young people on a jaunt three thousand miles away from home just to give their young darlings a taste of American democracy. They have no money either for butter or for trans-oceanic picnics. They use their money for cannons and for propaganda.

These youths will serve the purpose of nuclei round which will rally pro-Nazi sentiment. Cleveland will experience, in all probability, a six week period of Nazi meetings, receptions, etc. Schoolwork is the incident and the commonplace in all this business.

The coming of these high school students from Germany might well serve to remind the American people what havoc has been wrought in the academic life of that country by four years of Hitlerism - the ruthless regimentation of all education, the dragooning of all teachers into Nazi ideology, the militarization of all youth instruction in the Reich and the persecution of the independent Catholic schools which is now going on by way of the infamous trials of priests and monks in order to discredit the Catholic Church and its educational institutions.

The story of the treatment of the Jewish school children in Germany is the most indecent chapter in the records of Nazi tyranny. It first separated and humiliated them in the public schools and then by law expelled them and drove them into ghetto schools. The regime responsible for this barbarism now has the effrontery to invite American students to come over in order to learn culture and the way of civilized living in their schools. It is this regime which is now sending its students as "Exhibit A" to America.

I would advise these students to spend the few weeks which they will have in this country to see how a nation grows and thrives in spite of and because of the fact that it is built up by the labor, sacrifice and enterprise of peoples of all races, creeds and color. Here we try to make not ancestry and blood but character and ability the ~~measuring-rod~~ measuring-rod of human worth. We are learning how to live together and work together in spite of the accidents of birth. We, too, have our fanatics and zealots of all kinds. We let them talk but we do not let them run our government or control our institutions for we are jealous of our own liberties and in protecting the liberties of other men, we protect our own.

We, too, have our many grave problems - political, economic and social - but we try to solve them as a civilized people does, without resorting to concentration camps and blood purges.

If these students can catch something of this mood and quality of democratic life during their short stay here, and take it back home with them, they will find themselves on their return home, not happier young people, but wiser, and out of such wisdom ~~xxxxx~~ wedded to discontent may someday come the regeneration of their unhappy Fatherland.

