

Max Kade Institute

FRIENDS NEWSLETTER

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Spring Events

This April and May will be busy months for the Institute. We have two workshops, one mini-conference, and one lecture scheduled. Also, the Friends' annual meeting will take place. We invite all of our members to participate in these activities. For more information on these events please contact the Institute.

Immigration to Integration: German Identity in Wisconsin Art

April 8, 10:30 a.m. - 5:30 p.m.

West Bend Art Museum, West Bend, WI

In cooperation with the West Bend Art Museum, the Wisconsin Academy of Sciences, Arts and Letters and the UW Center - Washington County., the Max Kade Institute is cosponsoring this one-day symposium featuring art historians James Dennis (UW-Madison) and William Gerdts (City University of NY - Graduate School), and Thomas Lidtke (Director of the West Bend Art Museum and Friends of MKI Board member). See article on page 2 and on [web site](#).

Third Annual Mini-conference on German Dialects in the U.S.

April 1, 10 a.m. - 1 p.m. at MKI

This conference is an opportunity to learn about the history and development of German dialects in America. It is free and open to the public. See program and abstracts on page 4 and on [web site](#).

German Close to Home: Using Authentic Local Materials in the Language Classroom

April 7-8, at MKI and Pyle Center

This workshop will give teachers the opportunity to explore and use documents in German (letters, diaries, newspaper articles, etc.) in their classroom teaching. It will also help them find and use local resources. See article on page 2 and on [web site](#).

MKI Lecture

May 4, 7:00 p.m. at MKI

Christoph Mauch, Acting Director of the German Historical Institute, Washington, D.C., will lecture on "Pacifism before World War I: The German and American Peace Movements in Comparative Perspective" (Talk cosponsored by German & History Depts and MKI.)

Immigration to Integration: German Identity in Wisconsin Art

The history of art in Wisconsin in the past two centuries is strongly tied to the immigrant experience here. One of the earliest artists to our region (1819-1829) was James Otto Lewis (Ludwig), son of a Pennsylvania German family. He accompanied General Lewis Cass to Prairie du Chien in order to create a visual record of native tribal society. As the General and tribal leaders worked out territorial boundaries in 1825, Lewis painted numerous portraits of representatives from various Indian nations. During the first half of the 19th century Wisconsin received its earliest professionally trained artists - most of whom were Scottish and had been trained at the Royal Academy of Art in London - who painted some of the earliest portraits of prominent individuals in the state.

By the mid-nineteenth century, German immigrants and American-born artists of German descent had established art studios and began to teach in schools in Wisconsin cities such as Beaver Dam, Appleton and Milwaukee. The first academically trained artist from Germany to settle in Milwaukee was Henry Vianden, who arrived in 1849. He trained several prominent artists, including Robert Koehler, Carl Marr, Frank Enders and Robert Schade, all of whom grew up in Milwaukee. He encouraged them to study in Munich, where he himself had studied. German-trained lithographers and engravers also gave Milwaukee a national reputation for their art forms by the time of the Civil War. In the 1870s and 80s, German painters were recruited to paint battle scenes from the Civil War on huge panoramas and cycloramas, a genre which had gained popularity in France, and then in Germany in the aftermath of the Franco-Prussian War. Religious artists and artisans in the late nineteenth century painted altar pictures and created religious sculptures for churches throughout Wisconsin, coinciding with the height of German immigration to the Midwest.

Artists of many ethnic backgrounds contributed to the Federal Art Project during the decade of the Great Depression. Instrumental in establishing projects of the Works Progress Administration (WPA) were artists Elsa Ulbricht of the Milwaukee State Teachers College and Charlotte Partridge of the Layton School of Art. The German influence on art in Wisconsin continued throughout the two World Wars, with the addition of several more immigrant artists who had a major impact on Wisconsin art. One such post-war immigrant artist was Robert von Neumann, who taught art to many of Wisconsin's current generation of senior artists.

To explore the German influence on art in Wisconsin, the Max Kade Institute and the West Bend Art Museum will hold a symposium on April 8th. William Gerdts will discuss two of the most significant German art academies and their impact on German and American-born artists of German descent, James Dennis will discuss the reception in Wisconsin of works by key German-American artists, and Thomas Lidtke will give an overview of the German-American pedigree of Wisconsin art and artists from 1825-1950. This day-long event is open to anyone interested in Wisconsin's art legacy. For registration information contact Mary Devitt at the Max Kade Institute (608-262-7546) or the West Bend Art Museum (262-334-9638).

Funding for the symposium has been made available by grants from the Eugenie Mayer Bolz Family Foundation and the Wisconsin Humanities Council.

Using German-Americana in the Classroom: How to Get Started

by Karyl Enstad Rommelfanger

An untapped resource in German teaching today is our own German heritage. Although Wisconsin can honestly claim to be the most German state in the nation, little is done in the German language classroom to teach about our state's proud past. And there are some valid reasons why this does not occur, the most obvious being that Wisconsin German teachers were once the very same students who were never exposed to any German-American in the first place! So German teachers can rightly claim ignorance on the subject.

But what is responsible for this lack of information? Simply put, there are few classroom materials available which deal with the subject of German-American. Those which do exist tend to be biographical in nature and provide the student little chance to work with primary source materials, the heart of basic foreign language teaching. Historical primary materials are no different from the realia (authentic materials) which we use every day in our classrooms.

At this fall's WAFLT conference, a young woman doing scholarly research on German immigrants' attitudes toward slavery asked about the location of German manuscripts that might be helpful in her research. The author responded that both the Max Kade Institute and the State Historical Society in Madison would be helpful, the difference being that the Max Kade Institute knows what it has! Many manuscripts lie untouched at the State Historical Society because no one can read them. We have a unique opportunity to spark student interest in an additional dimension, one which may not only motivate, but may also be of service to our communities and our state.

So where does one begin? How do you know if there were German settlers where you live and teach and how do you find primary materials in German? There are sources of this information. Here are some:

Students: What kind of family names do the students have? If still unsure, ask students about their heritage. In many cases students have elected to take German because of their family backgrounds. Sometimes students' families have written histories which they are eager to show off. Note the location of where the family came from. Sometimes whole communities emigrated and settled together and primary materials, particularly letters, can be located by writing directly to those German communities. Also, how many times have students brought in old documents, postcards and letters to show and ask us about, but we have never bothered to photocopy them? Photocopying will not damage old manuscripts, so the teacher can feel safe in making multiple copies for all students to enjoy close-up. Sometimes students even give us things which can be valuable tools. While going through some old files, I found an historic World War I era copy of Milwaukee's *Germania* newspaper, which must have been given to me by a student years ago - given and forgotten!

Cemeteries: An afternoon reading German gravestones can be an eye-opener and occasionally a German town is mentioned. Once you've located that German cemetery, take pictures — or better yet, take your students there. Just reading markers or going one step further and doing gravestone rubbings are fun and interesting activities for German language students. Scanning photographs and enlarging those on the classroom screen can be an easy alternative to the cemetery visit.

Libraries: Libraries can not only provide us with written histories about German immigration, but they are often the source of primary source materials as well. If the area where you teach was densely populated by people of German heritage, there were likely German newspapers published and these may be available to you on microfilm. If your library is too small for such a collection, then try our regional library or the State Historical Society of Wisconsin (SHSW) in Madison. Microfilm can be borrowed from the SHSW at minimal cost. You will need, of course to be sure that the library through which you order the microfilm also has a microfilm reader at your disposal once your microfilm arrives. U.S. Census records, also available on microfilm at many libraries and from the SHSW, can provide all kinds of information on the immigrants in your area.

Local historical societies: A phone call to the society director or president (names available at your public library) will likely provide some interesting information. Perhaps where you teach there was only a small pocket of Germans in a particular area, but the society's director or president will likely be knowledgeable enough to at least help you take the next step in your search. He or she may also be eager to use your services and provide you with some little treasure of untranslated material which may open up a whole avenue of information or inquiry.

Local genealogical societies: Family historians can provide a wealth of information about local ethnic history. But beware! Just as with local historical societies, one of those family historians may just put some fascinating document

into your hands which you may not be able to easily lay down!

Use of German in the community: In eastern Wisconsin there are literally hundreds of clues to our German heritage. Some of the clues are there for us to read everyday. Within one square block in Manitowoc, one can find the *Sängerhalle*, the meeting house of the *Deutscher Sängerbund*, the *Lutheranische Evangelische Kirche* and a beauty salon called the *Schönes Haus*. Supposedly the *Sängerhalle* still contains an attic-full of material, likely from the last century and likely in German, which sits and gathers dust, with the probable excuse that no one can read it anyway.

Those phone calls: Even if you're a novice at German-Americana, don't ignore the occasional phone call requesting your help with some translation. You may only be able to tell the individual that the document is a baptismal certificate, but the owner will appreciate your help. This author once turned down such a call from an elderly lady, who fortunately was persistent enough to call again. Out of a dresser drawer she pulled the oldest handwritten manuscripts in existence pertaining to Manitowoc County.

These are some first steps you can take in locating German-Americana information and materials for use in your classroom. But you are probably saying to yourself: "What if I can't read the old handwriting or the old script?" The Max-Kade Institute for German-American Studies in Madison is willing to help you over these obstacles. They offer classes in reading the old printed and written script and are eager to help in many other ways as well.

Finally, of course, the issue is time! Teachers are busier than ever and expected to do far more than ever before. So how can we be expected to turn into German-American historians as well? There is no easy answer to that last question, other than to say that what we do know and what we do find, we must share, just as we share many other aspects of our teaching.

Third Annual Mini-conference on German Dialects in the U.S.

April 1, 10 a.m. - 1 p.m. at MKI. This conference is free and open to the public.

Steven H. Keiser, Dept of Linguistics, Ohio State: "Divergence, Drift and the Development of Midwestern Pennsylvania German"

What is "Midwestern Pennsylvania German" and how did it get that way? Dialect differentiation in Pennsylvania German (PG) has, in general, been underplayed. Although a certain amount of regional variation in non-plain PG within southeast Pennsylvania is attested in research from the first half of the 20th century, regional variation in plain PG is greatly underinvestigated. This is surprising given the fact that PG has been spoken in Amish and Mennonite settlements scattered from Pennsylvania to Iowa for over 150 years. This paper serves as a preliminary investigation of questions concerning the definition, development, and distinguishing features of Midwestern Pennsylvania German. It traces the history of Amish and Mennonite settlements in North America beginning in the 18th century, and notes the economic and social factors which shaped early patterns of interaction between plain groups - patterns that persist to this day.

Janet Fuller, Southern Illinois University: "Variation in Pennsylvania German: Conservation, Innovation, and Attrition among Beachy Mennonites"

What are the social factors that are correlated with innovative features in Plain Pennsylvania German (PG) speech communities? This study supports the view that heavy contact to English leads to innovation, but also illustrates that the path of language contact and change is not a straight descent of language change over time, facilitated by speakers who are immersed in an English language environment. In the communities represented in these data, some speakers continue to be active users and innovators of PG, while others are clearly following the trend of language shift. This analysis shows that language change follows a meandering path in which individual experiences lead language development.

Steve Geiger, Mike Lind & Joseph Salmons: "Voices From the Past: Preserving a Half Century of Wisconsin German Dialect Recordings."

As readers of our Newsletter well know, the MKI has amassed important holdings in German dialect recordings from across North America, made from the mid 1940s down to the present. Steve Geiger and others in the Institute are now digitizing those recordings and are about to begin analysis of their contents. This talk will offer an overview of our holdings - from various dialects and regions of the US to different generations of speakers within communities - and include the playing of some of our oldest dialect samples.

Friends Annual Meeting

Thursday, May 11, in Manitowoc

The Friends will hold their annual meeting this year on Thursday, May 11, at the Manitowoc County Historical Society, 1701 Michigan Ave., Manitowoc. The business meeting and election of new Board members will take place from 4-5 pm. After the meeting there will be a reception and dinner, followed by the talk, "Voices from the Past: Preserving a Half Century of Wisconsin German Dialect Recordings" with Steve Geiger, Mike Lind and Joe Salmons.

The site of the event is the newly restored County Normal School. Details of the meeting will be sent to members of the Friends, although the dinner and talk will be open to non-members as well. Contact Mary Devitt at the Max Kade Institute (608-262-7546) for more information.

The Phonology of Pennsylvania German English as Evidence of Language Maintenance and Shift.

By Achim Kopp. Selinsgrove: Susquehanna University Press, 1999. \$45.00. 345 pages.

Reviewed by Paul Houseman

Achim Kopp's book, a revised version of his dissertation, is a thoroughly researched, well-written and entertaining (yes, entertaining!) look at the recent patterns of language maintenance and change of the Pennsylvania Germans, a broad social group, not exclusively the Amish. Kopp, as his title implies, examines the English of two main subgroups of Pennsylvania Germans as an indication of language change: the English of the sectarians (Mennonites and Amish) and non-sectarians (others of German ancestry). Perhaps surprisingly to nonspecialists, Kopp points out that the primary language of the sectarian group (i.e., Pennsylvania German, not English) is of less interest in a sociolinguistic study, as "their stable diglossia prevents extraordinary linguistic change" (13). He thus concentrates on the non-sectarian Pennsylvania Germans and compares their English competence to the sectarians and a control group of non-Pennsylvania Germans. By looking across a number of different generations of speakers, Kopp shows the impact of the majority language (English) in contact with a minority language (Pennsylvania German) over time; contact that he claims is resulting in convergence, shift, and eventual language death of the minority language in the non-sectarian population.

Of most interest to a general audience will be Kopp's excellent introduction to the history and cultural background of both sectarian and non-sectarian Pennsylvania Germans. An accurate definition of this group is sometimes hard to come by, but generally speaking, Pennsylvania German refers to those people descended from immigrants from German-speaking lands before the Revolutionary war. Chapter 1 is in fact primarily devoted to an exposition of this immigration and *well done*. This, and Kopp's careful discussion of the history and customs of the sectarian groups, the Amish and Mennonites, is reason enough to read this book, especially as an introduction to the topic. But hidden throughout this section (and the book) are fascinating historical tidbits, such as the origin of Groundhog Day, that make an otherwise interesting academic study the kind of book one can read simply for pleasure.

The later chapters lay out Kopp's main linguistic thesis that the English of the non-sectarian community (specifically the sound system) shows the gradual loss of Pennsylvania German. He finds that (unsurprisingly) the older generations of the non-sectarians show the most contact phenomena in their English and that generational membership is most significant for the non-sectarian group (98). Interestingly, the English of the sectarian group shows a lesser degree of "marked" (i.e. "non-standard") English forms (what is known as the "Pennsylvania German Paradox") for a number of reasons, not least of which is the desire in the sectarian community to conform to a standard variety of English. To me, another surprising result of Kopp's work is that gender plays no significant role for language retention or shift in either community (168, 201). Kopp focuses on the social networks influencing speakers, but shows that one also has to take into account the concept of *domain*, or the typical people or situations encountered by the informant (Kopp's term) in everyday life, in order to get a true picture of language use. Kopp also includes a chapter on language attitudes and perception that constitute a (mini-)study in its own right.

Other than a few minor quibbles (some Amish do smoke!), the book has only one major defect: the many tables in virtually every chapter are simply too small to read very easily. The bibliography is fairly complete and enough to lead the curious farther afield, and the index is well done. Even the price (no bargain at \$45.00, but hardly exorbitant these days for an academic text) is justified for a book as well-written as this one. If you have an interest in a general introduction to the Pennsylvania Germans and especially an interest in their patterns of language maintenance and use, read this book.

LECTURE NOTES

Max Gaebler on "Germany's Second Reformation: The German Background of American Freethinkers"

by Thor Templin

On the evening of March 1st, the Max Kade Institute filled with visitors from as far away as Iowa and Wausau to hear Max Gaebler lecture on the German roots of American Freethinkers.

After Napoleon's defeat, the borders of central Europe were redrawn in a period of great economic and political change. Several events in the 1840s lead to failed revolts in 1848/49 which resulted in large segments of the emerging middle class leaving Europe. In Baden, for example, as much as 10% of the population left for the United States.

Among these events in the 1840s was the formation of the *Freireligiöse*. Johannes Ronge, a Catholic priest in Silesia, was outraged by the Bishop Arnoldi of Trier's use of his Cathedral's holy artifact "*der heilige Rock*" _ the garment which Christ supposedly wore at the crucifixion _ to increase pilgrimage and likewise church revenues. The Bishop had proclaimed that the artifact had healing powers. In response, Ronge helped form the "New Catholics". The first congregation was in Breslau and within less than a year grew to over 8,000 members. Ronge was excommunicated for his actions.

Ronge organized the "New Catholics" as a principally democratic organization. He ended the rule of celibacy for priests, excommunication, oral confessions, indulgences and other practices of the Catholic Church, and he married Berthe Mayer _ sister of Carl Schurz's wife, Margarethe. Many churches followed his example and the "New Catholics" grew rapidly. Ronge had also garnered support from Robert Blum, a newspaper publisher in Saxony. Blum published writings of the new movement and helped to organize it. Later during an uprising in Austria he was shot by the military.

Many of the "New Catholics" were involved in politics. Their membership dominated the parliament in Worms. With their view of "rational religion", the council proclaimed "that the sole basis of Christian faith was to be in the Bible, interpreted by each for himself in the light of reason". They were later forced to change their name from "New Catholics" to "German Catholics". A Protestant group analogous to the "New Catholics" was the "Friends of a Light".

In 1849, these two groups combined to form the *Freireligiöse* communities.

After the failed revolts, many *Freireligiöse* came to the United States (where they were known as "Freethinkers") and were important in politics and government. In 1852, Wisconsin had 32 congregations. Their influence lasted into the early part of the 20th century, but then began to falter. The influence and lasting effect of this German movement will remain in the Midwest.

[Fall Lectures](#)

Historic Connections: Wisconsin's German-American History and Language

By Pamela Tesch and Emily Engel

The Max Kade Institute is undertaking an initiative to bring Wisconsin's distinct German-American history into German and Social Studies classrooms. Because Wisconsin's history is so closely tied to German immigrants, the connection between the German language and Social Studies provides a concrete context for students learning both subjects. Wisconsin's culture has been strongly influenced by the presence of German immigrants. In 1890, well over a third of Wisconsin's population was either German-born or had at least one parent who was born in Germany. This resulted in a majority of Wisconsinites claiming German as part of their ethnic heritage in 1990. When students think of their heritage, they seldom realize the difficulties their ancestors encountered. Yet, many of the problems that new immigrants face today mirror those of German immigrants a century ago. A shared approach to teaching topics across disciplinary boundaries offers students an opportunity to look at problems in multiple ways. We hope to show that discussing issues of immigration in Social Studies and language classes enriches experiences and total understanding in both areas.

In the next few months, we will be developing an interdisciplinary teaching guide that will explore themes specific to Wisconsin's social development that can be reinforced in the German language classroom. Themes involving Wisconsin's German-American immigrants include: the wars (the Revolutionary War, the Civil War, WWI, WWII); industrialization; the development of social institutions (religion and education); cultural development (theater, arts, music, architecture, science, literature, the press); social groups (including the Forty-eighters, the Turners); women and women's liberation; and profiles of prominent German-American citizens (such as Carl Schurz, Mathilde Franziska Anneke, and more). Each section of the guide will focus on the two classrooms separately, but will be designed to maximize the learning experience when taught in cooperation.

In addition to themes, the guide will be filled with teaching materials and ideas, in loosely structured units with sample lesson plans. Teaching materials might include: maps, slides, photocopied historical documents, such as immigrant diary excerpts, letters, poems, short stories, recipes, newspaper clippings of ads or articles, pictures of immigrant families, and photos of German settlements in Wisconsin. Teaching ideas will encompass role-playing activities, games, discussion-facilitating questions, and sample web exercises. The guide will also contain a bibliography of further reading materials, available videotapes, and web addresses.

To develop this guide, we have sent surveys to Wisconsin middle and high school German and Social Studies teachers, requesting suggestions and ideas. We have also placed the questionnaire on the Max Kade Institute's web page. Our project team includes: Mary Devitt, Asst. Director of the Max Kade Institute, Charles James, Professor of German and Curriculum and Instruction, Pamela Tesch, Ph.D. candidate in German, and Emily Engel, Senior in German, History, and Political Science. We hope an exploration of common immigrant experiences will lead to discussions of ethnic origins, ethnic stereotypes, racism, nationalism, multiculturalism, and identity.

MKI Collaboration with SLIS - Creating a Digital Library Collection

School of Library and Information Sciences (SLIS) professor Marija Dalbello is engaged in an innovative project which will help her library students learn about the challenges of creating a digital special collection, and the opportunities that such a virtual archive will afford. MKI Librarian Annie Reinhardt has been involved in selecting and preparing the archival materials to be digitized from the MKI special collections for this project.

Letters of the Frautschi Family, Swiss immigrants who settled in Wisconsin, and Christian Frautschi's diaries make up the corpus of this collection. Descriptions of farm life, crops, family life and religion fill pages of the letters, written by family members spanning the decades between the 1850s to the turn of the 20th Century. These materials were donated to the Institute in 1992 by Lowell Frautschi, with hopes that they would be a useful resource for future study. Indeed they are.

The letters and one of the diaries, describing a trip to Europe in 1905, have been transcribed from the German script into Roman type and translated into English. The task of the LIS students will be to build a searchable digital archive of the letters: They will create an electronic version of the letters, create archival-quality digital images of the letters, produce a hypertext version, and make it available on the Internet. Digital media is a means to disseminate high-quality reproductions of items that are unique _ such as a handwritten immigrant letter _ and often physically delicate. These can then be a resource for users in any school, library, or home in the world that has access to the Internet. Use of Standard Generalized Markup Language (SGML)-tagging allows for searching, using the same standards as other digital libraries on the Internet.

The project's web site can be visited at: <http://CSUMC.wisc.edu/FLVA/FLVAhomed.html>

German-Jewish Identities in America: From the Civil War to the Present

October 26-29, 2000

Within the vast literature on both German-speaking immigrants to this country and on Jews in America, relatively less attention has been paid to the intersection of these two groups, German-speaking Jews. This conference will examine the experience of this large and historically important group of immigrants from the mid-19th century into the 20th. In particular, we will focus on the creation, recreation, and negotiation of a complex set of interlocking, overlapping identities: linguistic, national, regional, religious and ethnic.

A number of senior and younger scholars contributing to this area will present papers. The conference will be firmly anchored in History, but with strong connections to immigrant, ethnic and urban studies, as well as other neighboring disciplines.

We plan to produce a selective volume, circa 15 papers, revised and developed from the best presentations at the conference.

This topic is ideally suited for the University of Wisconsin, which has a long tradition in and a large number of scholars working on German-Jewish issues, including David Sorkin, History and Jewish Studies; Klaus Berghahn, Director of the Center for German and European Studies; Bobbie Malone, State Historical Society of Wisconsin; Anthony Michaels, History and Jewish Studies; Pam Potter, German and Music; and Robert Skloot, Theater and Jewish Studies.

This conference is cosponsored by the Max Kade Institute, the German Historical Institute (Washington) and the Center for the Humanities.

GENEALOGY 2000

A Report on the "Resources and Techniques for the New Millennium" Conference

by Dorothy (Dottie) H. Luening

The State Historical Society of Wisconsin (SHSW) and the Wisconsin State Genealogical Society (WSGS) co-sponsored the Genealogy 2000 conference "Resources and Techniques for the New Millennium", held in February in Middleton, Wisconsin. Speakers included a number of full-time professional genealogists: Christine Rose, a Fellow of the American Society of Genealogists and co-author of *The Complete Idiot's Guide to Genealogy* (an excellent text for all genealogists); John Vincent Wylie, who specializes in computer applications for genealogical research; and Barbara Brixey Wylie, who lectures, writes and does client research. Paul Hedges, web coordinator for SHSW, also spoke about what the SHSW is doing for on-line genealogists. Along with these formal presentations there were several vendors present who had various items of interest for sale to genealogists. Here are a few observations taken from the excellent presentations.

Mrs. Rose told how to obtain and use the many service records from the Revolutionary War through the various wars in the 1800s to the Civil War. There are also Federal Pension Records and Federal Bounty Land Records that can be used. These records will yield valuable information as to marriages, children and deaths. In another lecture on "Little Known and Neglected Sources", Mrs. Rose told of various records such as land, military, legislative papers, various state statutes, and court records that may be used to obtain further information. Her final lecture was on "Successful Court House Research" with many tips in preparing for this research. Prior to the trip, learn where records such as marriages, deeds and probate are kept at the Court House, the state or perhaps the local historical society. Also learn what laws governed the state and county records in the time period you are researching. Some of her remarks were humorous but sensible observations about working with courthouse personnel. Do not tell the clerk all about your genealogy problems! Wear dark clothing as you may be looking at old records in storage rooms some of which might be dusty.

In one presentation John Wylie gave some advice for beginning computer genealogists about basic skills needed to successfully use genealogy software. In another presentation he gave an introduction to the Internet and several good Internet addresses where one can find genealogical information. He explained that the Net could be a good genealogical resource if properly used. Be advised that you can waste time on the Net if you do not search for information in an organized manner. Beginners especially should compile a list of useful bookmarks, search engines, news groups and mailing lists that they can refer to as needed. Wylie also presented several helpful ideas on searching using "wild cards," such as "*", "?," and the Boolean operators "near," "or," and "not," to make your search more precise. Of course one should also follow the proper Net etiquette, also referred to as "netiquette." With some careful thought and a little practice you can develop your own set of net strategies to make your cyber experience a rewarding one. Here is a basic non-inclusive list of addresses to help you get started:

<http://www.cyndislist.com/search.htm>

<http://www.genealogy.com/links/>

<http://www.gensoftsb.com/tmg.html>

<http://www.zzdnet.com/>

All of this organized and documented genealogical information can then be put into book form using word processing software. Mrs. Barbara Wylie discussed how to do this using different forms of formatting, font selection, and techniques of publishing books, newsletters, family periodicals, etc. Mrs. Wylie emphasized that one should develop a style and that might be best accomplished by adopting an established style based on a respected style manual.

Paul Hedges showed the SHSW web site as it is at the present time and talked about what will be added. The SHSW can help you bring history to life on-line. This history can include information for your family genealogy and help show

how it fits into a historical perspective.

The Max Kade Institute (MKI) for German-American Studies also has information of interest to genealogists. You are encouraged to visit the MKI web site or even stop in and visit to see what is available. Please call ahead for an appointment to be sure that MKI is open.

German for Genealogists

Patricia Reeves presented this workshop in 1995 to rave reviews. For students of German genealogy at all levels, it presents, explains, and provides practice in the vocabulary needed for the research of genealogical documents. Emphasis is placed on language roots, pronunciation, old script, geography, and old trades and professions. Students have a chance to decode sample documents and can bring in documents pertinent to their own research. Materials are provided in class and the registration fee is \$54. Offered by the UW-Madison Division of Continuing Studies, the workshop will be held June 24th, 9 a.m.-12 p.m. and 1-3 p.m. at the Max Kade Institute. For registration information call 262-2075.

We are saddened to learn of the sudden death of Prof. Dr. Jürgen Heideking, Director of the Institute for Anglo-American History at the University of Cologne. The Institute's collaboration with Dr. Heideking goes back several years, from a cosponsored conference and subsequent publication about mutual influences on German/American education to current research projects on "Concepts of Regionalism" and "The German Experience with the Land in Wisconsin." His energy and spirit, and his contributions to scholarship and to German-American Studies, will be greatly missed.

Director's Corner

Time to remodel ... and think about long-term space needs.

The Max Kade Institute for German-American Studies is located in the "Keystone House" or "Winterble House". It was built in 1853, making it one of the oldest buildings on campus. In spite of this historical significance, the building is in serious need of repair. We have already asked the University to address our two most pressing concerns, wiring and basic maintenance, including painting. Some smaller needs, like office furniture, also need to be addressed and we are asking the Friends for help, especially for our growing number of computer workstations. (All of our office furniture is from before the computer era and not suited for computer workstations.)

Longer term, we are exploring ways of expanding our space. In large part due to the quickly increasing number of students and faculty (both regular and visiting) working at the MKI, we are currently hard pressed for space, particularly for lectures but also for library storage. Increasingly, we are holding lectures at places other than the MKI because of space limits on site and we are approaching the point when we will need our lecture room for office and library space. While courses are not offered through the Institute, many of you know that we are centrally involved in a number of instructional activities, including a University Forum course, workshops, and our lecture series. In short, we need some instructional space.

We'll of course keep you posted as both short- and long-term plans move ahead.

Onward!

Joseph Salmons

Upcoming Events: Spring 2000

Lectures:

January 27th, 4:00 p.m. at MKI	Angelika Sauer, University of Winnipeg: "Being 'German' in Western Canada: The German-Speaking Populations of the Canadian Prairie Provinces, 1880s to 1890s"
March 1st, 7:00 p.m. at MKI	M. Gaebler: "Germany's Second Reformation: German background of American Freethinkers."
Saturday, April 1, 2000 at MKI 10 a.m. - 1 p.m.	<p>Mini-Conference:</p> <ul style="list-style-type: none"> ◆ Steven H. Keiser, Dept of Linguistics, Ohio State: "Divergence, Drift and the Development of Midwestern Pennsylvania German" ◆ Janet Fuller, Southern Illinois University: "Variation in Pennsylvania German: Conservation, Innovation, and Attrition among Beachy Mennonites" ◆ Steve Geiger, Mike Lind & Joseph Salmons: "Voices from the Past: Preserving a half century of Wisconsin German dialect recordings."
Wed., May 3, 7:00 pm at MKI	Christoph Mauch, Acting Director of the German Historical Institute, Washington D.C.: "Pacifism before World War I: The German and American Peace Movements in Comparative Perspective"(Talk cosponsored by German & History Depts and MKI)

Workshops:

[German Close to Home](#)

[Immigration to Integration: A Study of German Identity in Wisconsin Art](#)

German Close to Home: Using authentic local materials in the classroom A workshop for Teachers of German Spring: April 7-8, 2000

Offered by the Max Kade Institute for German-American Studies
in cooperation with the Division of Continuing Studies, UW-Madison

The purpose of the workshop is to give teachers the opportunity to explore and use documents in German (letters, diaries, newspaper articles, etc.) in their classroom teaching. It will also help them find sources of documents near their schools that may be available for use. With this in mind, each participant will be asked to locate local documents in German in their communities and to bring photocopies of whatever materials they can, however modest! The Max Kade Institute will help with this as needed.

The Presenters

Joseph Salmons is Director of the Max Kade Institute for German-American Studies and Professor of German at UW-Madison. His current research includes the German language in the U.S. He is writing a book on the shift from German to English in Wisconsin communities.

Charles J. James is Professor of German and Curriculum & Instruction at UW-Madison. He teaches language courses in German and professional courses in Secondary Education. He has helped certify over 70 German teachers in Wisconsin. He is also the organizer of UW-Madison's German Day, a state-wide competition for high school German students.

Karyl Rommelfanger teaches German at Wisconsin Junior High in Manitowoc, WI. She is the author of *Einwanderer*, a resource for using authentic historical documents in the German language classroom, and is currently working on integrating a German Civil War diary into the curriculum.

Program Schedule

Friday, April 7	Max Kade Institute 901 University Bay Drive Madison
7-9pm	Introduction to the Max Kade Institute , followed by a reception
Saturday, April 8	Pyle Center 702 Langdon Street Madison
9-11 am	Introduction <i>Charles James</i> , Moderator Professor of German, UW-Madison Speaking from Experience <i>Karyl Rommelfanger</i> , Washington Junior High School, Manitowoc What's Out There and How to Get at it <i>Joseph Salmons</i> , Director of the Max Kade Institute and Professor of German, UW-Madison
11 am-12pm	Group Work with Materials
12-1 pm	Lunch
1-2 pm	Preparation of Materials for Classroom Use

For further information on this program:

Contact *Mary Devitt* at the Max Kade Institute, phone (608) 262-7546.



**Immigration to Integration: A Study of German Identity in Wisconsin Art
Saturday April 8, 2000, West Bend Art Museum**

This symposium is designed for art teachers, German teachers, historians, art collectors, museum docents, and anyone interested in learning about the significant contributions to Wisconsin art with a special focus on the German-American artists of the 19th and early 20th centuries.

The symposium is co-sponsored by the Max Kade Institute for German-American Studies at UW-Madison, the West Bend Art Museum and the Wisconsin Academy of Sciences, Arts and Letters.

Presenters	Introduction	Program schedule
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The Presenters:

Thomas Lidtke
Director, West Bend Art Museum

Prof. Emeritus Wm. Gerds
City Univ. of New York Graduate School

Prof. James Dennis
UW-Madison

Introduction:

The history of art in Wisconsin in the past two centuries is strongly tied to the immigrant experience here. One of the earliest artists to our region (1819-1829) was James Otto Lewis (Ludwig), son of a Pennsylvania German family. He accompanied General Lewis Cass to Prairie du Chien in order to create a visual record of native tribal society. As the General and tribal leaders worked out territorial boundaries in 1825, Lewis painted numerous portraits of representatives from various Indian nations. During the first half of the 19th century Wisconsin received its earliest professionally trained artists, most of whom were Scottish and had been trained at the Royal Academy of Art in London and who painted some of the earliest portraits of prominent individuals in the state.

By the mid- nineteenth century, German immigrants and American-born artists of German descent had established art studios and began to teach in schools in Wisconsin cities such as Beaver Dam, Appleton and Milwaukee. The first academically trained artist from Germany to settle in Milwaukee was Henry Vianden, who arrived in 1849. He trained several prominent artists, including Robert Koehler, Carl Marr, Frank Enders and Robert Schade, all of whom grew up in Milwaukee. He encouraged them to study in Munich, where he himself had studied. German trained lithographers and engravers also gave Milwaukee a national reputation in that art form by the time of the Civil War. In the 1870s and 80s, German painters were recruited to paint battle scenes from the Civil War on huge panoramas and cycloramas, a genre which had gained popularity in France, and then in Germany in the aftermath of the Franco-Prussian War. Religious artists and artisans in the late nineteenth century painted altar pictures and created religious sculptures for churches throughout Wisconsin, coinciding with the height of German immigration to the Midwest.

Artists of many ethnic backgrounds contributed to the Federal Art Project during the decade of the Great Depression. Instrumental in establishing projects of the Works Progress Administration (WPA) were artists Elsa Ulbricht of the Milwaukee State Teachers College and Charlotte Partridge of the Layton School of Art. The German influence on Art in Wisconsin continued throughout the two World Wars, with the addition of several more immigrant artists who had a major impact on Wisconsin art. One such post-war immigrant artist was Robert von Neumann, who taught art to many of Wisconsin's current generation of senior artists.

The one-day symposium is also meant to encourage participants to follow up with individual research projects on Wisconsin artists, ultimately adding to knowledge about immigrant artists. This additional research could possibly lead to future symposium topics, exhibitions and publications coordinated by the sponsoring organizations. Continuing education credit will be available for participants.

Program Schedule: Saturday, April 8, 2000, West Bend Art Museum

10:00	Registration
10:30	Welcome Joel Rodney , Dean, UW Center Washington County Campus and Chairman of the West Bend Art Museum, Board of Advisors
10:35	Introduction Mary Devitt , Assistant Director, Max Kade Institute for German-American Studies, UW-Madison
10:45	William Gerdts , Professor Emeritus of Art History, Graduate School of the City University of New York

	"The Influence of German Academies of Art on American Artists: The Düsseldorf Style"
11:45	Lunch Numerous choices of restaurants are within walking distance of the Art Museum.
1:00	William Gerdts "The Influence of German Academies of Art on American Artists: The Munich Academy"
2:00	James Dennis Professor of Art History, University of Wisconsin-Madison "Allegorical Order Vs. Disruption: Works of German-American Artists, Robert Koehler, Carl Marr and Karl Bitter"
3:00	Break
3:30	Thomas Lidtke Director, West Bend Art Museum "150 Years of Wisconsin Art: An Overview of Wisconsin History as Represented in the West Bend Art Museum Collection and Archives"
4:30	Discussion
5:30	Reception

Abstracts

"Being 'German' in Western Canada: The German-Speaking Population of the Canadian Prairie Provinces, 1880s to 1980s "

Angelika Sauer, Chair
Dept of German-Canadian Studies
University of Winnipeg

Canadian census data list a significant and steady growth of the "German" population of Western Canada from the 1880s onward. This paper argues that the census data have been deceptive, creating an impression of uniformity and everyday importance of German origin that does not stand up to close scrutiny. The individuals and groups lumped together as Germans represented a multitude of experiences and identities; their lives were less influenced by belonging to an imagined German community than by other loyalties and identifications. This survey will trace a century of attempts to find common ground and to construct a positive image of a perceived shared heritage. It presents the interpretation of what it meant to be German in Western Canada as contested ground and concludes that being German is certainly no longer a significant factor in the lives of most German-Canadians on the Prairies today.

"Divergence, Drift and the Development of Midwestern Pennsylvania German"

Steven H. Keiser, Dept of Linguistics, Ohio State

What is "Midwestern Pennsylvania German" and How Did it Get That Way? Dialect differentiation in Pennsylvania German (PG) has, in general, been underplayed (e.g., "Pennsylvania German is surprisingly uniform across geographic regions," Van Ness 1994, 423). When differences have been noted, they have generally been ascribed to divergence between the language of sectarian groups, that is, the Old Order Mennonite and Amish, and that of the non-sectarian

groups (see, e.g., Huffines 1989). This difference is sometimes rephrased as plain vs. non-plain PG. Although a certain amount of regional variation in non-plain PG within southeast Pennsylvania is attested in research from the first half of the 20th century (e.g., Frey 1985 (1942), 88-9), regional variation in plain PG is greatly underinvestigated. This is surprising given the fact that PG has been spoken in Amish and Mennonite settlements scattered from Pennsylvania to Iowa for over 150 years.

Recent research in Pennsylvania German has included broad references to "Midwestern PG" as opposed to the PG of Lancaster, Pennsylvania (Louden 1997, 81-83 and 86). The proposed features which distinguish Midwestern PG from Lancaster PG include monophthongization of /ai/, preservation of the tap [r] intervocalically, and use of "figgere" as a future auxiliary.

These findings raise a number of questions.

- First, how is "Midwest" defined? That is, what settlements are included in Midwestern PG? It is not clear if Midwestern PG stops at the Pennsylvania state line, or if it extends northward to include the PG of Ontario, or southward to include newer settlements in, for example, South Carolina.
- Second, through what patterns of migration and social interaction or isolation did this differentiation come about? How are current patterns of migration and social interaction serving to maintain or alter these dialect differences?
- Third, what is the complete inventory of features, which mark Midwestern PG?
- Fourth, what sort of variation might there be within this extensive midwestern dialect region? And, given the exponential increase in Amish settlements in the latter part of the 20th century, will there be increasing dialect differentiation?

This paper serves as a preliminary investigation into these questions. In it I trace the history of Amish and Mennonite settlements in North America beginning in the 18th century, and note the economic and social factors which shaped early patterns of interaction between plain groups--patterns that persist to this day.

Frey, J. William. 1985 (1942). *A Simple Grammar of Pennsylvania Dutch*. Lancaster, PA: Brookshire.

Huffines, Marion Lois. 1989. *Case Usage among the Pennsylvania German Sectarians and Nonsectarians. Investigating Obsolescence: Studies in Language Contraction and Death*, ed. by Nancy Dorian, 211-226. Cambridge.

Louden, Mark. 1997. *Linguistic Structure and Sociolinguistic Identity in Pennsylvania German Society. Languages and Lives: essays in honor of Werner Enninger*, ed. by James Dow and Michhle Wolff, 79-91. New York.: Peter Lang.

Van Ness, Silke. 1994. *Pennsylvania German. The Germanic Languages*, ed. by Ekkehard Kvnig and Johan van der Auwera, 420-38. London: Routledge.

"Variation in Pennsylvania German: Conservation, Innovation, and Attrition among Beachy Mennonites "

by Janet Fuller

Southern Illinois University

What are the social factors that are correlated with innovative features in Plain Pennsylvania German (PG) speech communities? This study supports the view that heavy contact to English leads to innovation, but also illustrates that the path of language contact and change is not a straight descent of language change over time, facilitated by speakers who are immersed in an English language environment. In the communities represented in these data, some speakers continue to be active users and innovators of PG, while others are clearly following the trend of language shift. This analysis shows that language change follows a meandering path in which individual experiences lead language development.

In these data, the factor of heavy contact to English is shown to have two different possible effects on speakers. On one hand, there are many speakers in this sample who have heavy contact with English and speak it frequently with strangers, friends, and family members; they remain fluent speakers of PG, but their PG contains many innovative features. Fitting with this pattern, there are speakers who have much less contact to English; they consistently speak PG with their families and fellow community members, and they have little contact with the world outside of these domains. Their speech holds far fewer innovative features. On the other hand, there are also speakers who use English a

great deal in their daily lives but have very few innovative features.

To explain this phenomenon, earlier research on variation between Plain and non-Plain research is referenced. Researchers who have studied both Plain (i.e., Amish and Mennonite) and non-Plain speakers of Pennsylvania German (PG) have found that the non-Plain speakers are more conservative in their speech than the Plain speakers (Huffines 1989, 1990, etc.; Loudon 1988). This finding, although at first glance puzzling, can be explained as follows: The non-Plain speakers were preserving PG intact because they were quick to switch into English if they had difficulties expressing themselves in PG. The Plain speakers, however, viewed the language as a symbol of their religious and ethnic identity and did not use English in their homes and communities. The consequences of this was the gradual adoption by the Plain speakers of innovative features into PG, many of which are arguably an indication of convergence toward English. Similarly, in these data there are speakers who have heavy contact to English but have not integrated innovative forms into their PG because they use the avoidance technique of shifting to English any time their performance in PG might display interference from English.

The variables examined in this study include a variety of linguistic, discourse, and social aspects of language use. The linguistic variables include English past and present participles, subordinate clause word order, English past tense verbs and the adjective any. The discourse factor examined is the tendency of speakers to switch into English to complete their turn. Finally, self-reports of language use are also correlated with the use of innovative linguistic variables. Although most speakers who admit to speaking more English than PG in their daily lives also use a higher number of innovative linguistic features, the exceptions indicate that both attrition and innovation can be the result of heavy English contact.

"Voices From the Past: Preserving a Half Century of Wisconsin German Dialect Recordings."

by Steve Geiger, Mike Lind & Joseph Salmons

As readers of our Newsletter well know, the MKI has amassed important holdings in German dialect recordings from across North America, made from the mid 1940s down to the present. Steve Geiger and others in the Institute are now digitizing those recordings and are about to begin analysis of their contents. This talk will offer an overview of our holdings - from various dialects and regions of the US to different generations of speakers within communities - and include the playing of some of our oldest dialect samples.

Upcoming Events: Fall 2000

Lectures:

Thurs.-Sat., Sept. 7-9, MKI	"The German Experience with the Land": Working group meeting
Mon., Sept. 11 MKI, 7 pm	Klaus Dehne, Dept. of Geography, Universität Passau: "German Immigration and Its Influence on Knox County, Indiana"
Thurs., Sept. 14 Pyle Center, 3:30 pm	Honoring Mildred Fish-Harnack: Dedication of the Mildred Fish-Harnack Human Rights and Democracy Lecture Featured Speaker: Shareen Blair Brysac, Author
Mon., Sept. 25 Memorial Union, 7 pm	Christian Feast: "Germans and Indians in a European Perspective"
Thurs., Oct. 5 Memorial Union, 7 pm	Johannes Strohschänk and William Thiel: "The Official Word vs. the Real Experience: Comparing the Description of Wisconsin by the Commissioner of Emigration with Accounts by German Immigrants"
Wed., Nov. 15 Memorial Union, 7 pm	Dennis Boyer: "Tavern Traditions in Wisconsin: The German-American Connection"

Conference:

October 26-28	"German-Jewish Identities in America: From the Civil War to the Present"
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Honoring Mildred Fish-Harnack: Dedication of the Mildred Fish-Harnack Human Rights and Democracy Lecture

Featured Speaker: Shareen Blair Brysac, Author

Thursday, September 14, 2000
Pyle Center, 702 Langdon Street
Public Talk: 3:30 p.m., R.P. Lee Lounge
Reception: 4:30 Ameritech Lounge

Free and open to the public
For more information, contact Donna Veatch at 608-262-2042 or dlveatch@facstaff.wisc.edu

Sponsored by the International Institute and planned in cooperation with the European Studies Alliance, Department of German, Global Studies Program, George L. Mosse/Laurence A. Weinstein Center for Jewish Studies, Women's Studies Program, Women's Studies Research Center and Max Kade Institute for German-American Studies

The International Institute presents this talk in honor of Mildred Fish-Harnack, UW-Madison alumna and faculty member from the 1920s and Milwaukee native executed by Hitler during World War II for her resistance work. Brysac will present an illustrated talk about Harnack and introduce her book, *Resisting Hitler: Mildred Harnack and the Red Orchestra*, forthcoming by Oxford University Press.

Brysac's talk will feature the dramatic reading of letters by Mildred, her husband Arvid Harnack, a fellow graduate student from Germany in the 1920s, and others. An exhibit about Fish-Harnack will be in the Memorial Library lobby display during the week of their visit. September 16, Mildred's birthday, is "Mildred Harnack Day" in the State of Wisconsin.

Shareen Blair Brysac is an author, screenwriter, director and documentary film producer in New York City. Her films have won five Emmys, the Writers Guild Award, the George Foster Peabody award, and gold and silver medals from the Chicago and New York Film Festivals. She is currently contributing editor of *Archaeology Magazine*.

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Germans and Indians in a European Perspective

Christian Feest

Monday, September 25, 2000

Memorial Union, 7:00 PM

Co-sponsored by Max Kade Institute for German-American Studies, the Center for the Study of Print Culture in Modern America, the American Indian Studies Program, and the German Department.

For at least two hundred years Germans have shown an equally emphatic and empathic interest in American Indians, which is reflected in the arts, scholarship, popular literature and culture, and even politics. This well-publicized fact has given rise to ideas about a specific affinity or relationship between the two "peoples." Closer inspection of the evidence, however, reveals that the fascination with "Indians" as an expression of "Otherness" is a widespread European phenomenon, which is more closely related to the European perception and imagination of the "Self" than to the aboriginal inhabitants of the Americas and their descendants.

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Tavern Traditions in Wisconsin: The German-American Connection

Dennis Boyer

Wednesday, November 15, 2000

Memorial Union, 7:00 PM

Taverns are central to understanding the Wisconsin narrative, no matter that the discussion focus on politics, culture, recreation, folklore, community identity, or sense of place. German traditions left their mark on this institution and German Americans continue to shape today's taverns. Listen to a story collector explain the spirit of Wisconsin taverns, the spirits that dwell in them, and the pull of the spirits consumed in these friendly confines.

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