



6-1918

## Frederick Steines, the First German Schoolmaster West of the Mississippi : A Poet

Maria Elisabeth Steining

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FREDERICK STEINES

THE FIRST GERMAN SCHOOLMASTER WEST OF THE MISSISSIPPI

A POET

Elisabeth Steining as a partial fulfillment

of the requirements for the degree of Mas-

ter of Arts A THESIS University of North

PRESENTED IN CANDIDACY FOR THE DEGREE OF MASTER OF ARTS

BY

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41134

MISS MARIA ELISABETH STEINING

UNIVERSITY OF NORTH DAKOTA

JUNE, 1918

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ter of Arts in the University of North

Dakota, is hereby approved by the commit-

tee under which she has carried on her

work:

*Em. B. ...*  
*Friedrich H. Koch*  
*A. J. Ladd*

June, 1918

## Introduction.

It has been my pleasure to study the life and works of Friedrich Steiner to some extent. He is an interesting character for he was one of the strong pioneers on the western frontier in the days of 1834 when St. Louis was a small town. Especially is he interesting from an educational point of view because of

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Since he has not been written of before, all the facts contained in this paper, with the exception of the political background, have been gleaned from original unpublished letters and other documents. For the material used in the background the following works were consulted.

1. Bayard Taylor: "History of Germany". pages 309-489
2. Sanderson: "Short History of Germany". pages 1-418
3. Lewis: "History of Germany". pages 495-688
4. Von Sybel: "Founding of the German Empire". pages 1-500
5. Isaac Frank: "A History of German Literature as Determined by Social Forces". pages 228-514
6. Carl Schurz: "Reminiscences". pages 123-305

### Introduction.

It has been my pleasure to study the life and works of Friedrich Steines to some extent. He is an interesting character for he was one of the strong pioneers on the western frontier in the days of 1834 when St. Louis was a small town. Especially is he interesting from an educational point of view because of his progressive ideas and because he was the first German schoolmaster west of the Mississippi River. But he was not only a teacher. He has also left us a number of fine poems.

It is the purpose of this paper to give something of his political background, to tell the story of his life, to tell of his teaching experiences, and to discuss his poetry.

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1. Bayard Taylor: "History of Germany". pages 309-429
2. Henderson: "Short History of Germany". pages 1-410
3. Lewis: "History of Germany". pages 495-688
4. Von Sybel: "Founding of the German Empire". pages 1-300
5. Kuno Franke: "A History of German Literature as determined by Social Forces". pages 228-544
6. Carl Schurz: "Reminiscences". pages 133-305

## Chapter I.

## The Country Which Produced Friedrich Steines.

In order to study thoroughly any man's life and works, it becomes necessary to familiarize ourselves with the characteristics of the country which produced him. We must know something about his surroundings and the country in which he was molded. Thus, for a better understanding of the man, teacher, and poet, Friedrich Steines, I shall briefly discuss his historical background, namely, the situation in Germany prior to and during the early part of his life.

It is almost impossible to tell the story intelligently by beginning in the middle and finishing it. Neither is it possible in dealing with the political situation of Germany during the first part of the nineteenth century, to begin with the date 1800 and continue to the end of the century. Germany's rise to power began and continued in such definite steps that in order to understand any phase of the development clearly we must know something of its gradual evolution. For this reason I shall briefly enumerate the important steps which laid a foundation and made it possible for Frederick the Great to create Prussia, a European power.

With the end of the Thirty Years War, concluded by the Peace of Westphalia in 1648, Germany, a national state which figured in the politics of Europe, ceased to exist. Politically in shreds, economically exhausted, commercially dead, intellectually stunted, and humanly depopulated, it remained nothing but a barren waste.

Back in the Middle Ages, however, there came into being among other principalities, one which was called Brandenburg. Its origin was military protection. Early it came under the leader-

ship of men from the Hohenzollern House who, although not remarkable rulers, were able to safeguard it and increase its wealth, population, territory, and military strength so that it held its own in the crisis of the Thirty Years War.

In 1640 Frederick William the Elector came to the throne. He witnessed the hopeless struggle in the closing years of the war, understood finance, economy, government, and commercial hostilities, had confidence in his constructive ability and set to work with the state always uppermost in his mind. He soon saw that Brandenburg could never maintain its existence without a strong standing army and immediately began the process of creating one. Under him the little province became a nucleus of energy and strength and at the end of his reign occupied the leading place in northern Germany. He called into being a centralized administration and a professional army, two factors which maintained the state during the reign of his weakling son, Frederick I (1688-1713).

Frederick William I, father of Frederick the Great, came to the throne in 1713. He followed in the footsteps of the Elector. His system of government, although rude in many ways, was systematic and vigorous as a result of his own dominating personality. He practised rigid economy, furthered industry, made education of children compulsory, and maintained a large standing army. When his death occurred in 1740 he left a state with the population of 2,500,000 inhabitants, and an area of about 50,000 square miles. Education was on the high ~~road~~ road to success, the army was strong, and about 9,000,000 Thalers reposed safely in the treasury.

Frederick the Great succeeded him and continued in the work which had been so well begun. He was forced to wage several wars

and in the first one, the War of the Austrian Succession which ended in 1748, he acquired Silesia. This was not all however, for he created a mortal enemy in Maria Therese of Austria, and the rivalry between Prussia and Austria started here, was to last for more than one hundred years. In the second war, The Seven Years War, (1756-1763) Prussia was all but crushed. The timely interference of Russia saved her, but underneath and deeper than this was felt Frederick's military skill, moral courage, and power of endurance.

At the end of his reign the national soul of his state had been stirred and a new Germany began to emerge. It was unified in interests and dominated by the powerful personality of its king who was at once an autocrat and a servant of his people. Kuno Franke says of him in his History of German Literature (1), "He gave to Prussia an Administration more efficient and more just than existed in any European country of his time. He established, in principle at least, equality of all his subjects before the law. He made the unrestricted liberty of religious belief and philosophical thought a fundamental principle of legislation. He delivered Germany from the curse of princely libertinism, which for more than a century had been gnawing at the very root of her national life. In a word he gave the sanction of the state to that protest against arbitrary despotism which we have seen to be the motive power in German intellectual life during the preceding epoch." The dualism in his political attitude led, in the nineteenth century, to a popular demand for a share in the government and eventually the creation of the German state.

An age is always reflected in literature. In this period the  
 (1) Kuno Franke: "History of German Literature". Pages 231-232.



mirror of reflection is the works of Klopstock, Wieland, and Lessing, all of which aim at intellectual and spiritual freedom.

Klopstock, the exalted idealist, (1724-1803) was a threefold leader of a downtrodden people. It seemed as though he realized that Prussia needed a higher view of human existence, the kindling of larger emotions and the pointing out of loftier ideals. In his works he gave utterance to a needed religious idealism, exalted nationalism so that it was destined to inspire his generation with a new faith in Germany's political future, and kindled the flame of universal sympathy.

Wieland (1733-1813) the man of universal culture, helped in the preparation for intellectual freedom and universality of human interest and endeavor. He fostered a refined sensuality and attempted to develop the realistic current in German literature.

Lessing (1729-1781) contributed intellectual fearlessness and constructive energy. He has done more than any other man of the period to solve the problems of literary and artistic reform, of social progress, and religious emancipation. He together with Wieland and Klopstock were the forerunners of the Storm and Stress period whose watchword was, according to Kuno Franke, in his History of German Literature, individualism (2)--"Destruction of every barrier to individual growth; war against authority of whatever kind; the glorification of primitive, uncorrupted nature, of instinct, of passion, of genius; the vilification of the existing social order, of regularity, of learning, of conscious effort." Because of a mild reform policy adopted by the governments, the political decentralization of Germany, and the intellectual nature of the agitation, it remained an intellectual revolution instead of expres-

(2) Kuno Franke: "History of German Literature." Page 301.

sing itself in politics as it had done in France.

The literary exponents of this period were Herder, Kant, Goethe, and Schiller. Herder (1744-1803) was a follower of Rousseau who preached freedom and individuality. It was not the individual soul however, but the soul of the people which he glorified. He saw the great achievements of civilization as the outgrowth of national instincts and conditions, as a collectivistic product. While he saw mankind as an organic whole consisting of individual types, Kant (1724-1804) saw it as a community of moral beings held together by the stern law of duty. He combined empiricism and idealism in such a manner that personality usurped the place of individuality. The teachings of these two men resulted in the regeneration of Prussia by such men as Fichte, Humboldt, Stein, and Scharnhorst.

Similar to the close relation existing between the two philosophers, we find a distinct harmony between the two poets Goethe and Schiller. Goethe, like Herder, saw an organic unity consisting of so many individuals. His field of study was nature and human affections, and his ultimate aim was aesthetic universality. Schiller, like Kant, saw life as a continual struggle for perfection and in this struggle strove for moral freedom. He worked in the field of history and human aspirations. Although separate and distinct on certain principles the ideals of Goethe and Schiller were identical. We might call this ideal a perfect all-embracing personality.

The Storm and Stress period extended over the closing year of the eighteenth century. Frederick the Great's illustrious reign had come to a close in 1786 and he had been succeeded by his weak and dissolute nephew, Frederick William II, whose unstable character expressed itself in a weak government. He in turn was

succeeded in 1797 by an irresolute son who continued in his father's slack footsteps and who was soon forced into the war. The disaster came in 1806 when the Prussian forces were defeated by Napoleon in the battle of Jena. Henceforth Prussia was under the heavy yoke of Napoleon. Its people were physically and mentally crushed.

Out of the chaos, inspired by the nobility of Queen Louise, there arose a powerful administrator, Stein; an educational reformer, Humboldt; a military diplomat, Scharnhorst; and patriotic idealists, the great poets. These men succeeded in reawakening the courageous national spirit of the people. They realized, each in their own way, that in union there is strength, and founded the creed of the nineteenth century which is collectivism. They aimed to reorganize life on a national basis and to concentrate individual endeavor into a central power. With them the individual became, not a factor by himself alone, but a useful link in the great chain--the state.

The exponents of this great collectivistic tendency were Schleiermacher, Fichte, and Arndt. Schleiermacher felt keenly the loneliness of isolated individuality, the lack of community interests. He preached the doctrine of an all-embracing and all controlling spiritual order. More than Kant, Herder, Goethe, and Schiller, he felt the need of rooting out individual culture and substituting for it universal convictions regarding the ultimate aims of existence. Fichte was the forerunner of modern socialism. The absorption of the individual in common life, was his theme and a perfect society the aim. Arndt expresses Fichte's ideals but not through philosophic speculation. He appealed strongly to the national sense of honor. Out of the doctrine of alt-

ruism preached by these men arose, between 1806--1870, the German State.

Prussia, having gradually recovered from the wounds of its crushing defeat, had been secretly and patiently waiting for an opportunity to throw off the French yoke. The year 1812 furnished the longed for opportunity. Napoleon attempted to conquer all Europe, but nature conspired against him. Conditions of health and weather made it necessary for him to retreat from Russia. Rumors of this retreat spread quickly. Not only Prussia but men from all parts of Germany rallied to the cause--liberation from tyranny--and thus the war of Liberation was begun in 1813. England, Austria, and Prussia joined the ranks. Napoleon was captured in 1814 and forced to abdicate. He was sent to the island of Elba in honorable exile, but returned in 1815 to resume his former plans. Friends rallied around him and triumphantly he entered Paris. He was defeated at the battle of Waterloo and this time exiled to the island of Helena.

The whole affair was settled at the Congress of Vienna (1815) which restored to Prussia as much territory as she had held before the disgrace of 1806. The little kingdom had not suffered so intensely and was not broken in spirit. On the contrary I might say that morally it was strong and physically it tended to be, for it once more assumed an important position in European politics.

Two important influences were felt permanently as a result of Napoleonic troubles. First, the many little provinces had been disposed of and a certain social and political solidarity was felt. Second, the people had exercised a certain amount of freedom in some matters which aroused the spirit of democracy. This had been stimulated by Stein and was reenforced in 1815 when Frederick William III promised that a representation of the people should be

established in Prussia. They praised him heartily for granting this privilege, but little did they realize that it would never have been given had the king not been forced.

For a time after the war the tendency was once more toward absolutism because of the peace and unity which it had brought with it. Frederick William III therefore retracted his promise regarding representation and the disappointed people once more saw their hopes shattered. He vetoed every attempt to obtain a parliament and adjourned many meetings. He was a descendant of the spirit of enlightenment, however, and for this reason his autocratic rule could be endured.

The Prussian schools were taken by the government. Many primary and high schools were built. *Lehrfreiheit* and *Lernfreiheit* was introduced in all the older universities, and public school attendance was made compulsory for all children. Thus by 1850 illiteracy had disappeared and Prussia towered above her neighbors in education.

In 1815 a trade reform was begun. Financiers and administrators became interested in the English system and finally suggested a union of Prussia as a trading state in which petty tariffs should be abolished. This was granted and its influence spread. In 1842 in spite of opposition from the petty princes, consolidation was agreed upon. Financial barriers fell and Germany became an immense trading territory.

Austria had been omitted from the trade union and now as before remained Prussia's rival for the leadership of Germany. She felt herself losing ground, however, for people began to lend favorable ears to Prussia, the scientific, intellectual, and progressive state. Prussians demanded a constitution and a union of Germany but Frederick William IV who had succeeded his father in 1840, had

the same petrified political theories as his worthy parent and showed no inclination to gratify their demands. In 1847 he called together delegates from the provincial assemblies but when they offered opposition he dismissed them indefinitely. Once more the situation was hopeless.

In 1848 a revolution broke <sup>out</sup> in Paris and was immediately followed by one in Vienna. The same thing threatened Prussia, and frightened by a prospective civil war, Frederick William IV at last gave his consent to a Prussian constitution and the union of Germany.

Two assemblies met in May of 1848, a local one at Berlin, and a national one at Frankfort-on-the-Main. The former drew up a complicated constitution which the king promptly rejected. To his great surprise nothing happened, so he decided to offer the people one of his own manufacture in which parts of the other document were included. This, with some revisions, was accepted in 1850. The other assembly was a national one which tried to unify Germany. After much debate, the majority of its members agreed to elect the Prussian king as emperor of Germany and thus dispense with the Austrian rivalry question. They took their offer to the king and he refused to be emperor because Austria threatened him with war and he had not been elected by his fellow princes. He was not great enough to accept this gift from his people and bravely face trouble, consequently the unification of Germany was not to be realized until 1871.

## Chapter II.

## Life of Friedrich Steines.

(Taken from original, unpublished letters and other documents)

Friedrich Steines was the son of a master shoemaker. He was born on December 4, 1802, at Ketwig on the Ruhr river. Being an alert but not an exceptionally bright child, there is nothing very remarkable about his childhood. He possessed one strong trait, however, which manifested itself very early, and that was rebellion against presumptive authority. He could not bear to have his rights infringed upon. This trait need not seem strange to us if we will only recall the political situation in Germany. French tyranny during these years became more and more pronounced and the disaster of Jena occurred when the child was only four years old. When all Germany despised foreign rule, it is hardly to be wondered at that this very feeling expressed itself in the youth as well as the aged of the land.

At the age of five years, Friedrich was sent to a parish school. His education was closely supervised by a loving but exacting father who favored education, and spent his evenings studying with his seven industrious children. In this delightful way the first ten years of Friedrich's life passed.

In 1816 he was confirmed by the pastor of his church and in <sup>the</sup> same year became a subordinate teacher in Barmen. Thus he very early began his life work. The next year he once more returned to his beloved studies by attending a Normal School at Elberfeld where his brother was a teacher. Among other things he studied and loved foreign languages such as Latin, French, and Greek. Due to the fact that a younger boy had once corrected him on a German

sentence, he vowed to master his mother tongue first of all. He wished to have actual practice and develop style, so he began a correspondence with a friend and let an instructor criticise most of the letters. In these he used both poetry and prose. In addition to his regular course he pursued the study of music acquiring proficiency on the piano and trying his hand at composition.

He was <sup>called</sup> to teach at Hassels and in 1818 at Loehdorf, in each instance taking the place vacated by an older brother. When he taught at Hasselâ he was not yet sixteen years old but it seems that he met the requirements of he would not have been called to Loehdorf to succeed his brother. He was happy and in spite of his work he faithfully pursued some studies. Then a series of great blows came, His brother at Loehdorf and two other brothers, a sister, the friend with whom he had corresponded, and a little sweetheart who had been the inspiration of poetry which had been included in his letters, all died in quick succession.

Balm for the terrible wound he found by burying himself in the school work at Loehdorf where he taught, with the exception of one year, from 1818 to 1834. The excepted year was the one from 1821-1822 which he spent in military training. We read in his autobiography, "After two years of work in Loehdorf, I spent a year in the service of my king. This was indeed a year rich in experiences. Perhaps at no time in my life did I gain so much knowledge of mankind as during this period of my military service. My inborn feeling of justice was often grievously hurt, but the stern rules of military service always forced me to submit again to the restraint they impose, tho I always felt as tho I were incarcerated.

"My period of military training having ended I returned to my former station at Loehdorf, where my brother Peter had filled



my place as teacher during my absence. With lofty ideals and firm resolutions I began again to teach, at the same time resolved not to neglect my own private study." He was married in 1824, at the age of twenty-two.

His work as a teacher I wish to discuss under a separate heading but here I will simply state that he suffered many vexations to which other teachers have been subjected. He was progressive and offered suggestions which fell on the deaf ears of antiquated, unprogressive, higher authorities. In addition to his efforts to further education, he tried to accomplish other worthwhile things. He planned and received governmental sanction to lay out and establish a tree nursery in connection with his school. Several years of work put the project well under way. Bitter disappointment came when the government refused to allow him the original sum of money and declined to return to him the amount he himself had advanced to further the undertaking.

Still patient, Steines waited for better fortune when he could once more rejoice in the justice of his government. The break came in 1831 when according to the rules of military service he was subject to second summons but petty officers insisted on keeping him in the list subject to first summons. He complained and the matter was taken to court. The trial was a political farce, a travesty in justice, and the malicious officers afterwards even held up Steines as a warning to other militiamen. This insult to his sensitive nature was too much. He appealed to the king, Frederick William III, and demanded a public apology from the official. In January 1834 a reply came which was so unsatisfactory and ambiguous that Steines immediately resolved to leave Germany with

its petty officialdom and autocracy and come to America.

He had read Gottfried Duden's famous "Report", giving a glowing description of the Missouri Valley, and received many enthusiastic letters from his brother Hermann who had come to America in 1833. He even visited Duden in order to make more inquiries about the new country and received much encouragement from this gentleman, who had spent a number of years on the lower Missouri, and who described the country as one in which milk and honey flowed, where the opportunities for parents to bring up a family were unsurpassed, as far as physical environment was concerned, where land was almost free, where man was free, where democracy reigned and autocratic rule and military oppression were a myth. Enthused by this information, a number of families from Solingen, left Rotterdam on April 17, 1834. In all the Solingen Emigration Society, as it was called, numbered one hundred and fifty-three persons. Steines was their leader.

Leaving Germany was not altogether as easy as he expected it to be, for he was now persona non grata with the government. The difficulty arose in securing valid passports. He and a friend did much arguing and traveling before they finally obtained satisfactory passes from the government. This delay only aggravated his anger and he was all the more anxious to shake the dust of Europe from his feet. Very well does he express his feelings in a letter written at the time, and I shall take the liberty of quoting a part of it in translation form. "Oh Europe! Europe! what unnatural exertions your distorted conditions make necessary! I feel that I am fortunate to be so close to your borders. Even my last hours spent in you must bring such things to my attention that my depart-

ure may be made more easy. Is it not painful, most painful to have to curse one's fatherland because selfish crowned despots have forged about her bonds, so that a human being, who has the love of freedom in his breast, can not endure to live within her borders? Farewell Germany! Farewell Europe! May there rise over you a new, a more cheering sun, whose light will send peace and joy into the hearts of men.

"A young Englishman who took breakfast with me also cursed his wretched difficulties with his passes. He said such things were unknown in England. Dear young man, England, too, has its defects. Perhaps there are defects everywhere. If this is the case, we shall part all the more gladly when the great curtain falls and the great spectacle of the world vanishes from our sight. But I shall hope for the best. In the still seclusion of the Missouri forests, where nature still reigns supreme, there it must be better. There many a heart shaken by storms will find peace, that peace for which alone it yearns."

How eagerly the immigrants looked forward to their landing in America is aptly expressed in a song written by Steines and sung by the whole company as they saw <sup>the</sup> American shore for the first time.

(Sung to the melody of "Auf, auf ihr Brüder, und seid stark.")

Land! Land! so jauchzt ein jeder Mund,  
Und Freude füllt das Herz!  
Den Allen ist es wohl bekannt  
Als ihrer Wuensche Gegenstand,  
Schaun darum froh westwaerts.

Amerika, du freies Land,  
Wie bist du uns so wert!  
Du kennest keine Tyrannei;  
Du machst uns froh, du machst uns frei  
Am freien eignen Heerd.

Des Buergers, wie des Bauern Fleisz,  
Ist stets noch heilig dir!

Du schuezeest gern das Eigentum,  
Strebst nicht nach falschen Ruhm,-  
Drum grueszen froh dich wir.

Fern kommen wir von Osten her,  
Wo unsere Heimat liegt.  
Wir scheuten nicht der Reise Muehn  
Bald enden wir und segnen sie.  
Dann sind wir froh,vergnuegt.

Doch wurd uns wohl der Abschied schwer  
Von heimatlichen Land,  
Wo wir als Knabe froh gespielt,  
Als Jüngling glueklich uns gefuehlt  
Durch Lieb's und Freundschaftsband.

Wir sehen mit hoffnungsvollem Blick  
Auf dich Amerika!  
Wir nah'n vertrauensvoll uns dir,  
Nimm freundlich auf uns Alle hier!  
Das wirst du gerne,ja!

Wir wollen dir mit fleissiger Hand  
Den Acker froehlich baun.  
Und foerdern so,wie Jeder soll,  
Das eigne,wie des Ganzen Wohl,  
Das magst du uns nur traun.

Du sohst,Amerika, uns seh'n  
Als brave Maenner nur.  
Wir lieben Treu and Redlichkeit,  
Des ~~deutschen~~ deutschen Ruhm zu jeder Zeit,  
Verleugnend nicht Natur.

Als solche jubeln wir dann auch:  
Es lebe Washington!  
Er meint es Treu and redlich nur,  
In ihm war nicht der Herrschsucht Spur,  
Volksglueck war ihm nur Lohn.

Und Heil,Heil,jedem Edlen Heil,  
Der Freiheit innig liebt!  
Wir lieben sie,drum sei gegrueszt,  
Amerika,denn du geniesz'st,  
Ihr Glueck so ungetruebt.

Biet Freundlich uns die Bruderhand,  
Nimm liebevoll uns auf!  
Von oben wird dann dreimal Heil,  
Vom Weltenvater uns zu Teil  
In unserm Lebenslauf.

Und endlich wenn's hoch Mitternacht  
Und dunkel worden its,  
Dann segnen wir der Kinder Glueck.  
Wir lassen frei sie ja zurueck,  
Wenn unser Lauf sich schlieszt."

The little company arrived in Baltimore June 6, 1834. Not suffering from ill health or disease, they promptly landed and arrangements were made for transportation to the Ohio. America's first railroad at that time extended only from Baltimore to Fredericktown, Maryland, so the rest of the journey to the Ohio had to be made by stage coach. From Wheeling to St. Louis the river boats were used. Starting on June 12, they arrived in St. Louis July 2.

The Steines family, consisting of Friedrich Steines, his wife and four children, Peter Steines, his wife and child, and the Steines grandparents, arrived in St. Louis and were met by Hermann, the enthusiastic brother, who had come over in 1833. The year 1834 was one of the terrible years in which billious fever and cholera raged in the Mississippi Valley. In an incredibly short time Friedrich Steines' wife and all his children fell victims to the awful plague. His brother Peter, too, fell ill but later recovered. His wife, however, died. Thus in a few short days all the joy of life had been destroyed, and all hopes for the future of these children had been blasted.

Friedrich Steines' one aim was to get out of this charnal house into the more healthful country, so he and the rest of his family and other members of their company located about thirty-two miles from St. Louis, on the southern bank of the Missouri. Here peace came back to him as he buried himself in farmwork. Bringing with him many efficient ideas which he had acquired in Germany, he was soon able to acquire much land from the government and from his easy going American neighbors whose love for adventure lured them farther toward the undeveloped west.

On January 1, 1835, he, again married. His choice was Bertha

Herminghaus, who had been a member of the immigration society, which he had piloted. His brother Peter having died, these good people adopted the latter's son.

Their first winter in America was very severe and the suffering of these pioneers was intense. They longed to be back in Europe but the means were lacking and the ideal for which they had come seemed still attainable.

Being unaccustomed to manual labor and on principle refusing to own slaves, having himself but recently escaped from a form of serfdom, he found the work of a pioneer American farmer dull to the mind and ruinous to the health. He longed to return to his real calling--that of a teacher.

St. Louis, at this time, was only a small frontier town which offered commercial advantages but few intellectual enjoyments. In 1836 action was taken by the intellectual element of the citizens to establish a German Public School and to choose a suitable person for teacher. Mr. Steines was the only thoroughly trained and experienced teacher in the vicinity, and so it is but logical that we next see him in St. Louis in the midst of thirty-one pupils. Much as he disliked and feared the dirty town where he had suffered the agonies of death itself, love for intellectual stimulus sent him back to St. Louis and to the profession of teaching.

For two years he remained there and his school increased from thirty-one to seventy pupils in a comparatively short time. Besides being with the children whom he loved to teach, he occasionally had the opportunity to go to a concert ~~and to~~ or to listen to an educated speaker. To the community and to his church he contributed vastly by his generous services as a musician and his intellectual

stimulus. The pleasures and advantages were, however, overshadowed by disappointments. Both summers the entire family was ill. Furthermore the Panic of 1837 brought with it financial difficulties. As a result Steines retired to a farm where it was suggested that he open another school. The school on the new farm was called Oakfield Academy and was situated a few miles north of Pacific, Missouri. Its operation began in 1839 and continued until 1869 with Steines as the head teacher. Many of the later prominent men in Missouri and Illinois owed their training to this pioneer schoolmaster at Oakfield Academy. He remained ever active taking a keen interest in education, politics, and the social welfare of his adopted state. For seven years he was Justice of the Peace. Then he was appointed by the county to divide his township into school districts. He wrote many articles for newspapers. During the Civil War, being too old to enlist himself, he organized a ~~Home~~/~~G~~ company of Home Guards of which he became captain.

Constantly striving against arrogant authority and lending a helping hand to acquire things in a peaceful manner, Steines reached the ripe age of eighty-seven years. He died at Oakfield April 24, 1890 mourned by a faithful wife, devoted children, a grateful body of former students, and a vast circle of loyal friends and acquaintances.

## Chapter III.

## Steines, the Teacher.

In the preceding chapter the fact was mentioned that Friedrich Steines was a teacher by profession. It is the aim of this chapter to give a more detailed account of his experiences.

He entered the profession as early as 1816 when he was but fourteen years old, as a subordinate at Barmen. He held this position for only a few months, resigning to enter a Normal School at Elberfeld in February of 1817. He remained at the Normal until the latter part of the year, and when his brother was called as teacher to Hassels, Friedrich became subordinate at Urdenbach.

We read in Steines' autobiography, "When in 1818 my brother was called to Loehdorf, I was called to Hassels to succeed him. I was then but fifteen and a half years old. I took the state examination and received a strong recommendation.

"During my free hours I was much in the open, studying nature at first hand. I tried my hand at original poesy. Under the direction of Mr. Birkmann I studied logic, meeting with this gentleman twice a week to discuss my work. With the Vicar Bonrath, I studied Latin. This language pleased me immensely so that I was reading Cornelius Nepos during the second year. I also undertook the study of Greek but got only as far as the declensions. Once each week, I met with Mr. Dorp, a teacher, to discuss French works with him. My correspondence was kept up, and so the most perfect balance of intellect and heart was established."

The stipulations sent by the board of Education at Loehdorf in 1820 are rather interesting, for which reason I quote part of them here.



"The subjects for instruction are: Reading according to correct pronunciation, penmanship and spelling, written and oral arithmetic, singing and sight reading of music, suitable drill for the development of the powers of reasoning, and exercises to teach correct expression of thought, natural history and general history. The most suitable method of presenting these matters is left to your judgment.

"You will be required to give your pupils instruction in Bible history to prepare them for their religious training. By your regular attendance at the church services, and by a blameless life you are to serve your charge as an example.

"You are to devote all your time to the duties of the school, and not participate in any other trade or business. But the purchase and sale, on your part, of the necessary school supplies shall not be interfered with.

"Since it is customary to accompany all public funeral processions with a choir of singers, it shall be your duty, at the request of the mourners, to lead the singing on the way to the cemetery. Your remuneration for such service will depend upon the voluntary contributions of the mourners.

"If the Community Club of your district should meet in the school house, it shall be your duty to keep the minutes of the proceedings, without extra compensation.

"As compensation for your services as teacher, we abide by the following: (a) You shall be allowed a tuition fee of 8 cents per pupil for each month. From those whom you supply with writing pens you shall be allowed to collect ten cents per month. It shall be optional on the part of the parents, however, to supply their child-

ren with pens themselves. In such cases you shall collect only eight cents.

(b) You shall receive the earnings of a fund of \$425.00 which amounts to \$20.20. It is the wish of the donors of this fund, that the teacher shall instruct, free of charge, such children of poor parents who have made proper application to the board of directors.

(c) You will receive an annual fixed salary of 250 francs from the communal treasury, and also sixty francs for fuel. For the payment of a properly certificated assistant teacher 150 francs have been set aside.

(d) We turn over to your use the dwelling of the teacher with eighty-seven square rods of land for your own use. If you desire, you may rent the land to some reliable persons and collect the rent. You will have to provide your own furniture. If at any future time any profit should be derived from a tract on uncultivated land, which has become the property of the school, you shall also have the benefit of this income.

(e) You have our permission to make a circuit of the school district between Christmas and New Years to collect voluntary donations. You will be allowed an assistant on this tour. If you should not like to make this circuit in person, the directors will provide two suitable persons."

On the whole his life at Loehdorf was happy, but at times vexations arose which oppressed him. He was progressive and could not tolerate the delays and inefficiency of a poorly organized government. Many times he offered good suggestions which were absolutely disregarded. He lamented the fact that school authorities clung to the traditional tuition system and instituted no power to

enforce its rules. The opportunity to express his displeasure in regard to this system came when the school authorities of the Duchy of Berg issued a questionnaire to be filled out by the teachers. The third question of this questionnaire dealt with the matter of tuition and other money received: a) Regularly; b) By coercive means; c) From poor fund; d) Not collectable. The answer to this question runs thus: "a) From thirty-two of my pupils, (that is to say from thirty-two out of 267), I receive the monthly tuition regularly. b) As a rule the collector of the community collects from eighty to ninety Thaler annually, which are paid to me usually half a year after the time they are due. c) From the poor fund about eighty Thaler are received annually, which are usually paid from one to two or three years after payment has become due, and then generally with great reductions. d) For the period beginning with October 1826 to the end of July 1830 the uncollectable tuition amounts to a little more than sixty-seven Thalers, of which amount I have received nothing, in spite of the complaint I have registered with the local and the communal authorities, and twice even with the state government. The uncollectable tuition for the fiscal year 1830 to 1831 amounts to nearly forty Thaler, which I presumably shall also have to record in the great credit book.

"It is a lamentable fact that the school authorities do not recognize that the tuition system is a great hindrance to the development of our schools. The consequences of such a system of paying tuition are as follows: 1) It brings about impoverishment of the teacher. This prevents his further development, since not only the means for acquiring the necessary aids are wanting, but worse still, the inclination is lacking. This impoverishment brings the teacher into a thousand embarrassing situations, and instead of

his thinking solely about the advancement of his own work, his mind is harassed by thoughts <sup>to</sup> as how he can make both ends meet. 2) It creates disrespect for the teacher. He works a whole month for a paltry sum, and then is obliged to play the humble servant to collect this pittance, and must be constantly on his guard for fear of offending ~~1/2~~ one or the other of his tardy patrons, for that might be an expensive business for him, indeed. 3) Countless vexatious scenes arise between teacher and pupils, as well as between teacher and parents. 4) The discipline of the school is undermined.

"I shall not enumerate other points. It would lead to prolixity, which I detest. After all, what do all these complaints accomplish? As a rule nothing. At least my experience has taught me to doubt it.

"The government does not take hold effectively in this matter. If it did so, things would go better. The authorities admit that the teacher is entitled to his dues. Why then do they not have the people pay their taxes to those officers to whom they should pay them, for to the teacher they will not.

"The King and the officials of the government may think that the teachers in the Duchy of Berg are well situated. I assert that this is not true. The school system of the Duchy of Berg is poorly organized, because the teachers are not able to live carefree enough, not because they do not earn enough, but because they are not able to collect what they earn."

The reply which he received was as unsatisfactory as were the replies in regard to his military insult and tree nursery grievance. He was informed that the teacher has a right to his dues but the government did nothing to assist or protect him.

Abuse was not to be borne any longer. The triple insult resulted in a resignation January 2, 1834 and an early migration to America as has been stated before.

The tragic story of the death of Steines' wife and children and relations was told in a previous chapter, as was also his hurried departure to the country. Like so many other German immigrants he settled close to that region which had been made famous by the leader of German pioneers--Gottfried Duden. Never did a man try harder to adapt himself to new conditions. The schoolmaster was simply unequipped, physically or by training, to battle with primitive conditions. He soon realized that he was undermining his health, and stultifying his mind. It was therefore a great relief when the opportunity came to take up the old calling again.

St. Louis had grown enormously during the German immigration which followed in the wake of Duden's ship. In his later years Frederick Steines wrote: "When I came to St. Louis there were in all eighteen German families and a few unmarried Germans in the city. During the summer of 1834, however, the flood of German immigration began to pour into this new country. So constant was this influx, that scarcely a day passed which did not bring its quota of Germans."

He also tells us, that the schools in the new city were very poor, and the Germans, many of whom had had a good education in their home country, saw the absolute necessity of providing suitable instruction for their children. They naturally entertained the wish, that the German as well as the English Language should be taught. A meeting of representative Germans was called in St. Louis, and the first German English school west of the Mississippi

was founded in November 1836, though the act of incorporation was not passed till February 6, 1837. Frederick Steines was personally known to a number of Germans in St. Louis, who recognized him as the best prepared German school man in the new state. The following communication was sent him by the secretary of the temporary school organization in November 1836:

"Mr. Steines: -

At a meeting which was attended by a large number of Germans, the possibility of establishing an elementary school in this town, the adoption of an appropriate constitution for the government of the same, and the choice of a teacher were discussed. The undersigned school commission was instructed to inform you of the transactions of this meeting, and also of the conditions under which it wishes to intrust the instruction of the German youth to the care of a capable man.

The assembly was unanimous in the belief, that religious instruction for small children is a matter for which the parents alone are responsible and which must be looked after at home; that the more mature youths should receive this instruction from the clergy; that it was now a question of establishing a school for the whole population of St. Louis, without regard to faith or confession; and since religious instruction might be a cause for many parents to withhold their children from the school, it was decided, that religious instruction should be positively excluded from the courses of study of the proposed school.

Although it was the opinion of the assembly that the English as well as the German language are of vital importance to the Germans in America, and that the teacher who is to be chosen must be able and willing to impart instruction in both languages, neverthe-

less, the assembly decided, for pedagogic reasons, that the instruction in the English language should be given only to such pupils who already possess at least a reading knowledge of their mother tongue. It was also resolved that the instruction in the reading and writing of the German language should always come in the morning hours, while the instruction in the English language should be reserved for the afternoon.

The prospective teacher must also agree to teach Arithmetic, Geography, and Natural Science, the subjects which, after the language of the country, are of greatest importance. Choice of hours and arrangement of the subjects of instruction are left to the teacher and the school commission, as is also the distribution of the pupils in the various classes, according to their ability and preparation.

The teacher shall not be obliged to give instruction during more than six recitation hours daily. On the afternoons of Wednesdays and Saturdays there shall be no instruction given. At first it was the opinion of the assembly that a definite sum should be raised by subscription to pay for the services of the teacher. The difficulty which this plan encountered and the assurance that Mr. Steines would undertake the instruction under any condition caused the adoption of the resolution, according to which no head of a family should be obliged to pay more than one dollar per month for every child sent to school. The assembly reserved the right, after the organization of the school, to take such measures as would secure a reasonable salary for the teacher.

A school commission was appointed whose duty it is, in conjunction with the teacher, to see to the execution of the above stipulated resolutions, and this commission also has the power to <sup>take</sup> <sub>A</sub>

the necessary measures regarding regulations and the manner of imparting instruction.

If you, Mr. Steines, agree with the principles which the assembly adopted with which you are here acquainted, and if you, in accordance with the above stipulations, undertake the responsible duties of a teacher of the German youth in St. Louis, then it is the wish of all concerned that you come here at once to consult with the undersigned school commission in regard to the execution of our plan. At any rate we look forward to an early reply from you.

The undersigned assure you that it was the ~~sense~~ sense of the assembly to support the teacher in the execution of his duties and to make his position as easy as possible.

J. H. Koof, Pastor

H. Helgenberg

H. A. Carstens

H. Welovier

Dr. Luthy

Theo. Engelmann, Secretary."

St. Louis, November 2, 1836

To Mr. F. Steines,

Fox Creek Post Office,

St. Louis County, Missouri."

To this communication Mr. Steines made the following reply.

"To the Honorable School Commission of the German Public School in St. Louis.

Gentlemen:--

On Wednesday last I received number 3 of the Anzeiger des Westens and at the same time your esteemed letter of the eighth instant. I am sorry to state, that for the time being matters of business prevent me from accepting your kind invitation to come to St. Louis at once. It is therefore necessary that I should negotiate with you by letter.



The recently projected plan of founding a German public school on St. Louis, which is now about to be realized, is a matter of very great value and importance, and the men who have called this institution into existence will receive the approval and esteem of all philanthropic persons, especially of those who have the wellbeing of the Germans in America at heart. My election as teacher of this school is, of course, flattering, and in the event that I should accept the duties, I can assure you that nothing will be nearer my heart than the wish to show myself worthy of the confidence which is placed in me.

The wish to make the proposed school one which shall be open to Protestants and Catholics alike meets with my hearty approval. It is therefore a matter of course, that I acquiesce most gladly in the resolutions adopted by the school commission in regard to religious instruction. I do this the more gladly since it has always been my conviction that the teacher does enough if he gives his instruction a religious, moral tendency, leaving all matters of confession and creed to the clergy.

The wish that instruction should be given in both languages as well as the arrangement as to the time when this instruction shall be given, meet my approbation completely. One subject I should like to see added to the curriculum, and that is music, since it constitutes one of the chief cultural subjects for our youth. I have no objection to offer in regard to the prescribed number of daily recitation hours.

Finally, in regard to the honorarium I wish to say, that the assertion that I would be willing to accept the position under any kind of condition is entirely erroneous. On the contrary, I must insist that the annual salary shall amount to the minimum sum of

four hundred dollars and this agreement shall be binding for two years. Moreover, I must insist that I shall be provided with a free residence as well as a school house.

Concerning these points I shall await your answer. If you should acquiesce in my request, I am willing to come to St. Louis without delay, in order to discuss matters further with you. In such an event, will you please name the hour of such a meeting?

I leave it to your judgment as to whether you give publicity to my communication in the German paper of St. Louis.

Honored sirs, allow me the assurance of sincere esteem with which I have the honor to be your obedient servant,

Frederick Steines."

Tavern Creek, November 19, 1836.

Further correspondence between Mr. Steines and the officers of the new school is not extant. From Mr. Steines' diary it is known, however, that he made a trip to St. Louis for a personal interview with those interested in the project.

Gustav Koerner, who in "Das deutsche Element in den Vereinigten Staaten", (3), mentions the German Public School briefly, says that another meeting was held in December 1836. At this time forty persons signed the newly adopted constitution and agreed each to pay four dollars annually into a reserve fund which was to be used in case the tuition should not be sufficient to pay the teacher's salary. It was also decided to admit the children of poor people free of charge. Theodor Engelmann was chosen secretary of the board of trustees. Presumably the gentlemen who signed the first communication to Mr. Steines served as the board. A fragment of an old record shows that on the 13th of February, 1839, the following were named trustees: Wilhelm Palm, John Weinheimer, John Helgenburg,

(3) Gustav Koerner: "Das deutsche Element in den Vereinigten Staaten." Page 266.

J.G.Lehmann, and B.Blum.

The site of the public school building in which German instruction was for the first <sup>time</sup> given west of the Mississippi was at No.8 South Second Street.

On the 6th of February, 1837, Mr. Steines opened his school with fifteen students. The difficulties which he faced were grave and unique. There were absolutely no books or school supplies on hand. Fortunately Mr. Steines' own library embraced over a thousand volumes. These and the small amount of school supplies which he had brought along for the instruction of his own children were brought into use. For the beginners he made charts which hung on the wall, and from these the children received their first instruction in reading. This proved inadequate, of course, so he arranged a small German primer which was printed in St. Louis by Wilhelm Weber. This was the first booklet that came off the press of the Weber Publishing House. The title page of the primer reads thus: "Erstes Uebungsbuechlein fuer Kinder, welche schnell und graendlich lernen wollen. Von Friedrich Steines, Lehrer an der deutschen Volksschule in St. Louis, Missouri. Gedruckt von Wilhelm Weber."

Many of the pupils who came to Mr. Steines were poorly prepared for the grade in which they ought to have been. The influx of new students was rather constant, so that it was almost impossible to have regular classes at all. The number of pupils increased to such an extent that in the second year an additional teacher had to be appointed.

Mr. Steines' salary was \$500.00 per year. Contrary to his earlier request ~~of the second teacher~~ a dwelling house was not furnished him by the trustees. The salary of the second teacher amount-

ed to \$100.00 per year.

During the summer of 1838 Mr. Steines became seriously ill and was sent to the country by his friend Dr. Geo. Engelmann for recovery, and though he returned in the fall to resume his duties, the plan to leave the city permanently was firmly resolved upon. St. Louis was very unhealthful at this time. Living expenses were high, as is evidenced by the fact that he had to pay sixteen dollars per month for the use of two small rooms. So it happened that instead of making money, he was losing. At the end of October 1838 he resigned his position in St. Louis and returned to live in the country to the end of his life. *P*In passing it may be of interest to know what became of the German Public School. Upon the recommendation of Mr. Steines the Messrs Henne and Mintrup were appointed to succeed him. When these men resigned after a year Julius Weise became the teacher. After a short time he, too, left, and with his resignation the school ceased to exist. After the school had closed its doors, and even before this time, several private schools were organized, as for example those of Poetter and of Werz, Parochial schools also sprang into existence, the one of the Heiliger Geist under Christian Hardt, being especially good.

Oakfield Academy.  
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In his letter written at Lindenthal, we read of the school for boys which Mr. Steines' friends urged him to establish on his farm. The first suggestion for the founding of such a school came from Mr. Nordhoff, the father of the well known writer Karl Nordhoff. The school was built, and instruction began in 1839, Karl Nordhoff being one of the first students to enter. The new school was called Oakfield Academy and continued in operation till 1869.

On July 2, 1884, former students of Oakfield Academy and other friends assembled at Oakfield to celebrate the fiftieth anniversary of Steines' arrival in Missouri. On this occasion there was organized "The Society of Steines' Pupils." The alumni list of Oakfield Academy contains the names of 347 young men, but the entries of three school years are lacking, the books having been lost.

So in the days when high schools were unknown in the new west this little Academy did a great service. During the first years most of the students came from St. Louis. In time the fame of the little school spread and the registers showed the names of boys from many parts of Missouri, Illinois, and other states.

For thirty years the academy at the Oakfield farm was conducted by this educational pioneer in Missouri. Then due to the development of high schools, the small academies in the state were no longer a necessity. Friedrich Steines served for five years as teacher in the public schools of his adopted state. At the age of seventy-two he let his mantle fall upon younger shoulders, and lived the remainder of his days in richly deserved quiet upon his beautiful Oakfield farm, contributing to journals and receiving the homage of those whom he had benefited.

Among Mr. Steines' papers there is found an interesting account of an interview which he had with John C. Edwards, governor of Missouri from 1844 to 1848. Governor Edwards was much interested in education. Having heard much of Mr. Steines' fine work, he came incognito to discuss educational matters with the school master. Mr. Steines expressed himself freely and frankly, as was always his habit. The fruit of this interview was seen in the following Governor's Message to the Missouri Legislature, in which Steines' views

were clearly reflected. Thus the influence of the master of Oak-  
field Academy extended beyond the narrow limits of his little  
school and became a force for good in the entire state.

in his correspondence, he frequently alludes to an early  
age he included about seven or eight in a letter. These  
were inspired by a little manuscript. Unfortunately they are lost.  
One of the earliest letters known was written when the author was  
about fifteen years old. It is addressed to the above mentioned  
girl and was as follows:

My dear  
Annie -

I have just received your  
kind letter and was glad to  
hear from you. I am well  
and hope these few lines  
will find you the same.  
I am sure you are doing  
very well.

I have just received your  
kind letter and was glad to  
hear from you. I am well  
and hope these few lines  
will find you the same.  
I am sure you are doing  
very well.

I have just received your  
kind letter and was glad to  
hear from you. I am well  
and hope these few lines  
will find you the same.  
I am sure you are doing  
very well.

For a copy of the letter of the year is retained  
in my collection. The content is of course the expression of a young  
girl.  
Very truly yours,  
John D. ...

## Chapter IV

## Steines, the Poet.

In his autobiography Mr. Steines tells us that at an early age he included short poems in his letters to a friend. These were inspired by a little sweetheart. Unfortunately they are lost. One of the earliest poems extant was written when the author was about fifteen years old. It is addressed to the above mentioned girl and runs as follows:--

## "Sehnsucht"

-An Julie-

Schönste, O! mein grösstes Sehnen  
 Geht mach dir, du Gute hin;  
 Dürfte ich's doch recht erwähnen  
 Was dies ist, und wer ich bin.  
 O bei dieser harten Frage  
 Werfe ich mir vor die Klage:  
 "Julie, sie liebt dich nicht,  
 Hört nicht an dein Klaggedicht."

Doch ich sag's. Wohlan! es seye  
 "Liebe ists', die mich beseelt;  
 "Dasz ich gern ein Mädchen freye,  
 "Dasz du sey'st dazu erwählet.  
 "Dasz du's seyest, die ich liebe,  
 "Dasz du stillen mögst die Triebe,  
 "Die so unschuldsvoll und rein  
 "Ganz mein Herze nehmen ein."

O! von ganzen Herzen liebet,  
 Liebet dich dein Friederich;  
 Was die reinste Wonne giebet  
 --O, so schmeichelet er dich--  
 Das sei nur von deiner Seite  
 Liebe zu ihm, die nie gleite  
 Sondern ewig möge steh'n.  
 Julie! erhör mein Fleh'n.

For a boy of fifteen the structure of the poem is remarkably smooth. The content is of course the expression of a lovesick youth.

Most of his poetry, left in documentary form, to which I have had access, was written between 1817 and 1834, i. e., during

the fifteen years preceding his departure to America. Only a few poems were produced after his arrival in this country. Two of them, one an elegy, will be included in this chapter.

In many of his poems there is a strain of sadness or melancholy which is connoted by the choice of words or descriptions, rather than being actually expressed in words. This element of melancholy had come into German poetry largely through Novalis who was greatly influenced by the Englishman Young in his "Night-thoughts". Incidentally it might be remarked that through the influence of Novalis our own Longfellow incorporated this element into his poetry. Of course Steine's love lyrics form an exception to this statement, and his satirical poems are sharp and biting. Beside this air of sadness, there is in most poems a hope for future happiness also subtly expressed. Sometimes it is hope of earthly happiness, and at other times it is a beautiful faith in the kingdom of life hereafter. The latter is so fervently expressed that it shows us unmistakably the author's devout religious faith.

In writing poetry it seems that the author preferred four, six, or eight line stanzas. Half of the poems fall into one of these three divisions.

The four line stanza with the rime abab was much used. The "Klage" in which we have four lines of 5 ax and 4 ax alternating is typical.

Wenn die Nachtigall im Haine flötet,  
 Wenn des Sängers Lied ertönt,  
 Wenn den Himmel Morgendämm'rung rötet,  
 Und die Flur sich neu verschönt,

Wenn die Jungfrau fröhlich Blumenpflücket  
 Auf der buntfarbigen Flur,  
 Und damit des Jünglings Stirne schmücket,  
 Dann, dann wein und klag~~ix~~ ich nur.



Weine, dasz des Schicksals böse Tücke  
 Mich aus deiner Nähe risz;  
 Klage, dasz sie von der Freundschaft Glücke  
 Mir nur deine Liebe liesz."

In "Wehmut", written in 1818, we have four lines of 3 xa.

"Es duftete ein Veilchen  
 So süsz auf Laura's Grab;  
 Ich sah es an ein Weilchen  
 Und brach's dann weinend ab.

An meinem wunden Herzen  
 Da duftete Veilchen jetzt  
 Dasz ich so oft vor Schmerzen  
 Mit Thränen hab' benetzt."

While in "Klage" we find a variation in the number of feet to a line, in a little poem "Beim Schlusse des Jahres 1825" we have four lines of 4 ax.

Und so bist du denn entflohen  
 Bist entschwunden, gutes Jahr!  
 Manchen trüben, manchen frohen  
 Augenblick bots't du uns dar.

In das Meer der Ewigkeiten  
 Bist auch du hinabgeeilt.  
 Wohl dem, der im Sturm der Zeiten  
 Fromm und gut bei dir verweilt.

Ohne Gram und ohne Reue  
 Blickt er nun auf dich zurück;  
 Seine tugenhafte Treue  
 Lohnt ihn inn'res Seelenglück."

The above three poems are typical representatives of the use of four line stanzas.

The next most popular form is the six line stanza with the ab ab cc rime. Here again we find both the trochee and the iamb. The iamb is well illustrated in "Der Abend", a beautiful little descriptive poem written in 1818.

"Schon schwinden uns der Sonne letzte Strahlen,  
 Es birgt sie uns der Buchenhain;  
 Noch sieht man Wolken, die sie farbigt malen  
 Durch ihren hellen Silberschein.  
 Es glänzet schon im Ost der Mond  
 Der uns die finstere Nacht besonnt.

Und horch des Dörfleins Abendglocke hallet,  
 Verkündet nach der Arbeit ruh.  
 Aus Wäldern, Feldern jeder fröhlich wallet  
 Dem heimatlichen Heerde zu.  
 Des Schäfers Abendflöte klingt  
 Die Heerd aus dem Gebüsche dringt.

Der Vogel Chor verstummt, nur Philomele  
 Im dichtverwachsenen Dorn Gesträuch  
 Tönt flötend noch aus ihrer hellen Kehle.  
 Im Dorngesträuch dem Bach entlang, *ihw schmelzend Lied so wonnereich.*  
 Hallt ihr melodischer Gesang.

Der Mond beleuchtet uns're Pilgerpfade  
 Den liebenden im Tannenhain.  
 Die dunkeln Gänge an dem Rheingestade  
 Mit seinem blassen Silberschein.  
 Er scheint dem Wand'rer auf der Bahn  
 Dem Schiffer in dem leichten Kahn.

Du stiller Abend, du erquikst den Müden,  
 Gibst ihn zur Arbeit neue Kraft,  
 Heil jeglichem dem Ruhe war beschieden,  
 Daszeigner Richter ihn nicht straft,  
 Er stimme seinen Jubel ein  
 Im Jubel Aller, gross und klein."

The use of the troche is well illustrated, on the other hand, in a poem written to his brother, Peter, in about 1826. The content of this poem is hearty encouragement to one who seems to have suffered from some great grief. In it we find an example of trust in divine guidance which I have mentioned before.

Lasse nie den Mut dir sinken,  
 Folge stets des Schicksals Winken;  
 Und wenn's dich auch schwer mag drücken,  
 Must du willig dennoch trinken,  
 Aus dem Kelch, den es dir reicht,  
 So wird dir das Leben leicht.

Mehrmals hast du's nun erfahren;  
 Wenn sie ganz entschwunden waren,  
 Hoffnungen, die dir seit Jahren  
 Tröstend blieben aufgesparen;  
 Bracht ein freundliches Geschick  
 Dir ein unverhofftes Glück.

Und so ist's auch nun ergangen,  
 Sieh dein Herz erfüllte Bangen;  
 Wusstest nicht was nun anfangen.  
 Da erfüllte dein Verlangen  
 Dein Geschick, und zeigte dir  
 Plötzlich eine offene Tür.

Redlich wirke, handle weise,  
 Gottes Vorsehung, die preise!  
 Und auf deiner Lebensreise  
 Nimm, bis das du reifst zum Greise,  
 Gott zum Schirm und Schutz und Stab.  
 Dann folgt Friede dir ins Grab.

The rime of this poem is rather striking with its repeated aaaabb scheme and its constantly recurring use of four feminine and two masculine endings.

A peculiar little poem, light and spritely, is "Frühlingsempfindung", the only one of its kind among Steine's works. It has the true poetic lilt and bubbles over with joy and happiness of springtime.

"Frühlingslust	Wie sich's regt
Schwilt die Brust	Und bewegt
Alles athmet Wonne	Nun auf Feld und Auen!
Angenehm,	Emsiglich
Herrlich Schön,	Sieht man sich
Glänzt die gold'ne Sonne	Vögel Nester bauen.

Bäume blüh'n!--	Habe Dank
Lieulich grün	Lebenslang,
Sind nun Feld und Weide.	Gott für deine Güte!
Uns erschallt	Du erneust!
In dem Wald	Du erfreust!
Laut das Lied der Freude.	Sing ihm, mein Gemüthe!

The third of the popular forms was the eight line stanza with the ababcded rime. Most of the poems in this form are long. Because of its touching beauty I shall quote "Klage eines Jünglings über den Tod seiner Geliebten". The stanzas consist of eight lines of 3xa with the rime of ab ab cd cd.

"Bei lichter Abendröte  
 Ruft's mich zum Büschen hin;  
 Es tönt die Abendflöte,  
 Des Schäfers Lied darin.  
 Es scherzen muntre Fische  
 Im Teich hell wie Kristall,  
 Im dichten Dorngebüsch  
 Singt froh die Nachtigall.

Es hüpfen muntre Rehe  
 Rasch ihrem Lager zu,  
 Die Vögel in der Höhe

Begeben sich zur Ruh.  
 Es schlüpfet schon die Eule  
 Aus ihrem Nest hervor,  
 Erhebet ihr Geheule,  
 Erschütter manches Ohr.

Des Mondes sanfter Schimmer  
 Erfüllt den stillen Hain;  
 Der Sterne hell Geflimmer  
 Verschönt den Silberschein.  
 Des Zephyr sanfter Flügel  
 Durchschwebt die ruh'nde Flur,  
 Die Täler und die Hügel,  
 Rund um uns die Natur.

Nur ich im Flügelkleide  
 Irr einsem hier umher,  
 Der Hain, die blum'ge Weide  
 Ist für mich Freudenleer.  
 Mein Hannchen ist gestorben!  
 Mein Hannchen lebt nicht mehr!  
 Ihr Herz, das ich erworben,  
 Das schlägt für mich nicht mehr!

Ich klage nur und weine  
 Beweine den Verlust  
 In diesem stillen Haine,  
 Wo ich an ihre Brust  
 So oft mich liebend schmiegte,  
 So manchen Kusz empfang,  
 Wenn über uns sich wiegte  
 Auf schlankem Zweig der Hink.

Ich schleich zu ihrem Grabe,  
 Zu ihrer Gruft mich hin,  
 Und wind an schlankem Stabe  
 Ein Strauchlein Rosmarien.  
 Auf ihren Grabeshügel  
 Pflanz ich dies Strauchlein hin,  
 Des Zephyrs leiser Flügel  
 Durchkräuseln oft ihn.

Hier will ich denn verweilen,  
 So lang ich lebend bin,  
 Von hier nie dannen eilen  
 Zum stillen Dörflein hin.  
 Und sollt ich einst entseelet  
 Auf diesem Hügel ruh'n,  
 Was ich mir dann erwählet  
 Das wollt ihr, Brüder, thun.

Mich neben hin begraben  
 Dicht neben Hannchens Grab,  
 Dann werd ich alles haben,  
 Was ich noch nötig hab.

So lebet wohl ihr Brüder,  
Lebt wohl auf ewiglich;  
Dort sehet ihr mich wieder  
Bei meinem Hannchen mich."

The poem, "Der Furchtsame", is of a different type, its nature description varying widely from those that have already been given. It consists of eight lines of 4 xa with the same rime scheme found in the above poem.

"Blitze zuckten, Donner brüllten,  
Alles schien im Kampf zu sein,  
Und den schönen Himmel hüllten  
Wolken in ihr Dunkel ein.  
Regen stürzte aus den Lüften  
Auf die dürre Flur herab;  
Und die Heerden auf den Triften  
Zogen heim im schnellen Trab.  
Alle die nur draussen waren,  
Auf dem Felde, in den Wald,  
Suchten, sich zu ganzen Schaaren  
Einen sichern Aufenthalt.  
Fritz und Karl nur fanden nirgend  
In den weiten off'nen Feld,  
Was sie beide suchten, irgend  
Ein sie schützendes Gezelt.

"Lasz", so sprach zum klugern Fritze  
Karl, der etwas furchtsam war,  
"Damit uns doch etwas schütze  
Vor der dringenden Gefahr,  
In den Baum dort uns begeben,  
Er ist hohl und oben zu.  
Ach ich zitt're für mein Leben;  
Lasz mich erst, und folge du!"

Aber Fritz sprach: "Dies Bemühen  
Spare dir, es hilft dir nicht.  
Kannst du denn wohl Gott entfliehen,  
Wenn er "Amen" zu dir spricht?  
Birgst du dich in jenem alten,  
Hohlen, dürrgezackten Baum,  
Wirst du eher noch erkalten,  
Als im off'nen Feldes Raum.

Denn nach solchen Bäumen ziehet  
Sich der Blitz sehr gerne hin.  
Lasz uns eilen was geschiehet,  
Das geschieht nach Gottes Sinn.  
Auch der Blitz, der Donner, Regen,  
Kommen nur wenn's Gott gebeut!  
Und wenn wir dies recht erwagen  
Fliehet jene Bangigkeit.

Lasz sprach Karl, lasz uns nur gehen,  
 Denn ich glaub dir lieber Fritz.  
 Und,--in dem sie um sich sehen,  
 Schlug in jenen Baum der Blitz.  
 Da sank Karl vor Schrecken nieder,  
 Fest umschlingend Fritzens Knie!  
 "Fritz!--noch beben meine Glieder,--  
 Fritz!--du hast gerettet sie!"

Theurer guter Fritz, Gott gebe  
 Seinen Segen dir dafür!  
 Denn ich fühl's, daszich noch lebe,  
 Das verdank ich einzig dir."  
 Doch nur halb, sprach Fritz gerühret,  
 Doch nur halb erdankst du's mir;  
 Denn die and're Hälfte gebühret,  
 Weil du mir gefolget, dir."

A beautiful poem full of hope and cheer was written to a friend Peter Knecht in 1833 prior to his departure for America. As the author states in a footnote, "This poem was written in a few minutes time, in the noise of a crowd of people, for the encouragement of the departing one and a remembrance to him." At this time Steines yearned to leave soon for "that beautiful land where each one treasures the pledge of freedom"--America.

The poem is of the eight line variety but has the couplet rime, namely, aa bb cc dd and each line consists of four iambic feet. This rime is used nowhere else.

"Du willst nun scheiden theurer Mann,  
 Du, der ich dich so lieb' gewann?  
 Willst dich von deinen Freunden trennen,  
 Die "ihren Peter Knecht" dich nennen.  
 Die du durch Sanftmut so entzückt,  
 Durch echte Freundschaft so beglückt;  
 Du bied'rer deutscher Mann willst scheiden?--  
 Zieh' hin,--ich lasse dich mit Freuden.

Wenn gleich das Herz vor Wehmuth bricht,  
 Das Auge weint, ich zage nicht.  
 Einst, lieber Mann, seh' ich dich wieder,  
 Die deinen, so wie deine Brüder.  
 Und zwar in jenem schönen Land,  
 Wo jeder schätzt der Freiheit Pfand;  
 Seh' dich mit freudigem Entzücken.  
 O Freund, wie wird uns das beglücken.

Leb' wohl!--zur Reise fasse Mut,  
 Zeig's, dasz du stammst aus deutschem Blut!--  
 Und mögen Donner schrecklich brüllen,  
 Und Wogenberge dich umhüllen,  
 Orkane grausig um dich dräu'n.  
 Muth dann, du darfst nicht zaghaft sein;  
 Selbst in den drohensten Gefahren  
 Mussst stets du deutschen Muth bewahren.

Gott ist dein Schutz, dein Schirm, dein Stab!  
 Er lasset mimmer von dir ab  
 Und mag das Meer gleich schrecklich toben,  
 Du richtest stets den Blick nach oben;  
 Dein Gott, er ~~he~~bet dir stets nah',  
 Und führt dich nach Amerika.  
 O möcht mir das Geschick vergönnen  
 Möcht ich dies Glück doch theilen können!--"

In "Entzücken" we have a delightfully light and sparkling,  
 little poem expressive of rapture indeed. Each line has two  
 stresses and the unique rime is a a a b c c c b .

"Auf blumigen Pfaden,  
 An hohen Gestaden,  
 Wo muntre Najaden  
 So friedlich da sind;  
 Da glänzt eine Sonne,  
 Umstrahlt den mit Wonne,  
 Der 'm Dörflein entronne  
 Zum friedlichen Kind."

Three poems "Kirmesgrillen", "Das schlaue Tier", and "Ein  
 Lied vom Geier", are written with a rarely used ababccx rime  
 scheme. The chief characteristic of these poems is their satiric  
 nature. The last named, written in 1832, is perhaps the best. It  
 satirically ridicules an official named Geier who insulted Steines  
 and a friend. One stanza of it will be sufficient to indicate the  
 form and swing of the seven line stanza.

"Ein Geier schwang in kühnem Flug  
 Mit struppigem Gefieder  
 Sich in die Luft hinauf und schlug  
 Die Krallen auf und nieder.  
 Er lauerte auf leckern Frasz,  
 Nicht etwa auf ein ärmlich Aas,  
 Nein, nein, auf eine Schlange."

Among the poems was found only one sonnet written sometime between 1818 and 1820 when the author was a mere youth. He uses the abba, abba, cdc, cdc, rime, so common in the German sonnet. The theme, a lamentation over the loss of one beloved, is admirably suited to the dignified and solemn form of the sonnet.

--Auf den Tod einer Geliebten\*\*

"Dorten in dem dichten Dorngebüſche  
 Hallet Pflömelens Nachtgesang;  
 In dem Bach, dem Dorngeſträuch entlang,  
 Schertzten munter anmutsvolle Fiſche.  
 Alles freuet ſich! nur ich, ich wiſche  
 Eine Trän' die aus dem Auge drang;  
 Denn mein Liebchen ſtarb. Mein Lebenlang  
 Statt der Freud' in Freud' ich Thränen miſche  
 Nimmer werd ich mich des Lebens freuen,  
 Trauern um mein Liebchen immer fort,  
 Bis ich mit ihr bin an einem Ort.  
 Dieſen Kranz will ich der Edeln weihen  
 Wär ich doch bei ihr ſchon oben, dort,  
 Wo an Freuden Freuden nur ſich reihen".

Beside the poems which I have classified above there are a miscellaneous group. Some of these are divided into stanzas but the rime is irregular and does not fall under any particular type.

In "Frühlingsempfindung"<sup>p. 38</sup> the reader feels the genuine joy at the return of spring. In "Winterlied" the joys of winter are admirably expressed. The didactic schoolmasterly admonition in the last two strophes rather detract from the otherwise charming poem. The choice of the trochaic meter adds much to the beauty of the verse. Only the even numbered lines rime.

1 "Kinder ins Freie  
 Nur einmal geblickt;  
 Seht wieder Winter  
 Die Felder geschmückt.  
 Weisz wie Krystalle  
 Und Mühlbächleins Schaum,  
 Steht wie bepudert  
 Ein jeglicher Baum

2 Flüſſe und Bäche  
 Bedecket schon Eis  
 Muntere Knaben  
 In fröhlichem Kreis  
 Laufen die Wette  
 Auf stählernem Fusz,  
 Singend und jubelnd  
 Hinüber den Fluß.



3 Laszt uns auch eilen  
 Ins Freie hinaus  
 Schneemann zu türmen  
 In eilendem Lauf  
 Denn unser Winter  
 Er scherzt nicht so bald,  
 Machet den Kindern  
 Die Fingerchen kalt.

5 Auf denn, ihr Kinder,  
 Und ~~seid~~ recht vergnügt,  
 Bis sich im Westen  
 Die Sonne verkriecht.  
 Aber dann müsst ihr  
 Zu Hause auch gern  
 Folgen den Eltern;--  
 Das freuet den Herrn.

4 Bringet die Schlitten  
 Auf eisige Bahn!  
 Fahret ihr Kinder  
 Es gehet noch an.  
 Wenn bald die Sonne  
 Viel wärmer wird glüh'n,  
 Könnt ihr nicht weiter  
 Die Schlitten mehr zieh'n.

6 Lernet stets freudig  
 Und arbeitet froh,  
 Eltern und Lehrer,  
 Sie freu'n sich dāsz so.  
 Ihr könnt vergnügter  
 Beim Spiel dann auch sein;  
 Böses Gewissen  
 Macht euch ja nicht Pein."

Another poem of the miscellaneous group is a ballad, "Ritter Wolfram von Kronenburg," which consists of 23 ten line stanzas. The first and third lines are "orphaned" lines but beginning with the fifth line we have a cc, dd, ee, rime scheme. The poem tells the love story of a wicked, powerful knight of the 13th century, his evil deeds and his lamentable end. The characteristics of the ballad are well represented. The lines are smooth and singable. The elements of the true ballad, mystery, romanticism, fate, etc. are all there. The narration is too long for the ordinary ballad. It is rather a ballad in the sense that Schiller's "Die Bürgschaft" and "Der Kampf mit dem Drachen" are ballads. One strophe is here given to show its structure.

"Dort hoch auf jähem Felsenrand,  
 Wo wild der Nortwind braust  
 Und unter donnerndem Gebrüll  
 Der Eichen Hauf durchsaust:  
 Wo unten an des Berges Fusz  
 Laut rauschend stözt der Wupperflusz,  
 Das tobend seine Wellen  
 Am Klippenhang zerschellen.  
 Da hauste lange Zeit hindurch  
 Wolfram genannt von Kronenburg."

A most beautiful description and thought is embodied in the long selection, "Beim Anblick eines Gemäldes von Ketturg an der Ruhr", in which the author once more views his birth place and sees it, contrary to former experiences, from a mature point of view.

"Abend wird's und diese schönen Hügel  
 Sind umsäumt schon von falben Roth!  
 Matter lenket Helios die Zügel.  
 Und auf eb'nem, silberhellem Spiegel  
 Strahlt der Sonne Bild noch, sinkt in Tod.  
 Selbst des Kirchturms Haupt, noch golden glänzend,  
 Hüllet mählich sich in dunkle Schatten ein.  
 Und, das Bild des Abends noch ergänzend,  
 Sinket Nachtgewölk herab auf Flur und Hain.  
 Längst schon stieg auf grauenvollem Schlunde,  
 Aus des kohlenreichen Bergwerks Schacht,  
 Sacht der Bergmann zur bestimmten Stunde  
 An das Licht hinauf zur frohen Runde,  
 Dankend dem, der über ihn gewacht.  
 Und, das Netz gefüllt mit reichem Fange,  
 Eilt der Fischer seiner Heimat fröhlich zu;  
 Unterbrochen nur vom Hörnerklange  
 Lust'ger Jäger wird des Abends Ruh.  
 Und der Abendglocke dumpfes Hallen,  
 Wie es sonst ertönte mir so süsz,  
 Trägt der Lüfte sanftbewegtes Wallen  
 Zu mir hin, lässt süsz es mir erschallen,  
 Wie es einst es nur ertönen liesz.  
 Rasselnd dehnet sich die Ankerkette,  
 Knarrend schwenkt das Steuerruder sich herum,  
 Und im Fluge über Flusses-Bette,  
 Naht ein Wanderer sich noch dem Heiligtum.  
 Amphitheatralisch aufgestellt,  
 Mit dem Turm des Berges Haupt gekrönt,  
 Schaut das Städtlein, herrlich schön erhalten  
 Durch viel Lichtlein, sich einander zugesellet,  
 So noch mehr und herrlicher verschönt.  
 Sonne bist du tief hinabgesunken  
 Sank dein Bild doch nur in finstern Tod;  
 Kehre eilig wieder! wonne trunken  
 Macht mich jetzt dein erstes Morgenroth.  
 Deinen Lauf beflügele, eile! eile!  
 Weck aus ihrem Schlummer die Natur;  
 Sieh hier steh ich harrend nun und weile  
 In und bei und auf der heimatlichen Flur.  
 Du erhörst mich?--Ja schon wird es heller  
 Um mich her, du deckest alles auf;  
 Später zög're,--aber jetzt nur schneller,  
 Als sonst jemals, sei dein hehrer Lauf.

Sieh, schon ragt des Kirchturms Gipfel  
 Durch der blassen Dämm' rung Schein;  
 In der Kirchhof--Pappeln Wipfel  
 Wehet Morgenluft hinein.  
 Neues Leben athmet wieder  
 Alles, alles um mich her!  
 Vögel singen ihre Lieder  
 Frühgeläut tönt festlich, hehr!  
 Mahnt zu freud'ger Dankverrichtung  
 Für genosz'ne stille Ruh,  
 Tönt die heiligste Verpflichtung  
 Jedem Neuerwachten zu.  
 Jeder eilet  
 Unverweilet  
 Zum Geschäfte,  
 Neuer Kräfte  
 Sich erfreuend,  
 Gern sie Weihend  
 Dem häuslichen Glücke,  
 Dasz Sorge nicht drücke  
 Die Hausfrau und Kinder um's tägliche Brod;  
 Er wirkt, zu verhüten die bittere Noth.

Aus den düsteren Kaminen  
 Steiget allenthalben Rauch,  
 Und verkündet, dasz hier dienen  
 Hausfrau'n gern dem ganzen auch.  
 Auch der Erde tiefem Dunkel,  
 Auch des Abgrunds düsterm Thor,  
 Bei des Lampenlichts Gefunkel,  
 Schätze zieht der Knapp hervor.  
 Überall geschäft'ges Leben  
 In dem Städlein, auf der Flur!  
 Überall ein rages Streben  
 Nach zu fried'nem Sinne nur.  
 Fröhlich ziehet auf die Felder  
 Hin der Landmann mit Gesang!  
 Auf die Weiden in die Wälder,  
 Zieht der Hirt mit Hornes-Klang!  
 Und in diese Melodieer  
 Stimmet ein der Vögel Chor;  
 Durch die schönsten Harmonieen  
 Wird entzückt des Wand'ers Ohr.  
 Hier aus weit verzweigten Eichen  
 Tönts wie sanfter Lautenhall.  
 Dort aus dichtverwachs'nen Sträuchen  
 Klaget bang die Nachtigall.  
 Zwischend flattert hier ein Gimpel  
 Um sein Nestlein ohne Rast.  
 Dort bewegt im West die Wimpel  
 An der Schiffe hohem Mast.  
 Und die Segel aufgezogen  
 Von der Lüfte Hauch gebläht  
 Auf des Ruhrstroms leichten Wogen,  
 Schwimmt das Schiff mit Majestät.  
 Rauschend stürzt, das Mühlrand schwenkend,

Leicht die Flut sich dort hinab,  
 Und Maschinen treibend, lenkend,  
 Wehrt sie Noth und Elend ab.  
 Wo der Stromfall stürzt hinunter,  
 Wo sich stäubent hebt der Gischt,  
 Steht ein Knabe sorglos, munter,  
 An dem Ufer da und fischt.  
 Auf den sanften Wellen schaukeln  
 Kinder sich im leichten Kahn,  
 Möchten sich hinüber gaukeln  
 Über ihren Ocean.

Schifflein komm und trage mich hinüber  
 In der theuren lieben Heimat hin.  
 Ach es werden meine Blicke trüber,  
 Und ich fühl' es, dasz ich traurig bin.  
 Stille Wehmut halt mein Herz befangen,  
 An genosz'ne Freuden denkt's zurück,  
 Und es drängt sich Gluth auf meine Wangen,  
 Und in heißen Thränen schwimmt der Blick,  
 So betret' ich dich du heimatliche Erde,  
 So betret' ich dich du heimatliches Land!  
 Nur ein einzig's mal noch, und dann werde  
 Ich von dir auf ewig weggewandt.  
 Liebes Kettwig,  
 Sieh dir nah' ich,  
 Tieferregt  
 Vielbewegt,  
 Bald in Lust,  
 Bald in Schmerz  
 Schwebt die Brust,  
 Schwebt das Herz.  
 Dich zu erblicken  
 Schaffet entzücken,  
 Schaffet auch Leiden  
 Neben den Freuden.

Hier schwebten wir im leichtsten Tanz der Horen  
 Der Kindheit Tage froh und glücklich hin,  
 Ich fühlte mich zur Freude nur geboren,  
 Und unschuldsvoll und heiter war mein Sinn.

Ich pflückte Blumen in des Lebens Lenze,  
 Ich suchte sie am Hügel und am Bach;  
 Und aus den Blumen wand ich fröhlich Kränze,  
 Und immer heiter war mein Lebenstag.

Der guten Eltern Liebe wacht vom Morgen  
 Bis an den späten Abend stets für mich,  
 Ich kannte nicht des Lebens düst're Sorgen,  
 Und mit mir freute Alles, Alles sich.

Da strahlte mir der Sonne Glanz mehr heiter,  
 Mir schmückte Alles sich mit höhern grün,  
 Der Baum im Walde, so das Gras, die Kräuter,  
 So gar die Blumen sah ich schöner blüh'n.

Und als der Blick sich mählich weiter dehnte,  
 Da träumte ich die Zukunft mir so schön!--  
 Ach was als Knabe ich so schön mir wähnte,  
 Das seh ich nun als Traumbild nur da steh'n.

Nur noch Erinnerung ist mir geblieben,  
 Erinnerung an ein geträumtes Glück!  
 Du armes Herz! du konntest hoffen, lieben;  
 Doch mehr vergönnte dir nicht dein Geschick.

Ach um mich her ist Alles nun so düster!  
 Ich seh' umher und ach! das Auge weint;  
 Denn Grabeshügel decken hier Geschwister,  
 Und dort den theuern heiszgeliebten Freund.

Was einst mein Herz mit Liebe fast umschlungen,  
 Birgst theure Heimat, du in deinem Schosz,  
 Drum reisze ich (du hast den Preis erungen)  
 Von dir mich nur mit Schmerz und weinend los.

Mag auch der Ocean von dir mich trennen,  
 Selbst dann wird noch im bessern Vaterland  
 Mein Herz für dich in heiszer liebe brennen  
 Mit gleicher Gluth, wie es für dich gebrannt.

Alles, alles was ich hier erblicke  
 Ist mir neu und doch so wohlbekannt;  
 Fahre, Schluese, Insel, Bach und Brücke,  
 Wo ich einst so viele Freuden fand.  
 Hier die Straszten,  
 Dort die Gassen,  
 Die so oftmal muntre Knaben  
 Wild mit mir durchlaufen haben.  
 Kirch und Rahmenhof und Weide,  
 Wo ich spielte woller Freude;  
 Auch die Schule wo ich lernte,  
 Die mich von dem Spiel entfernte.  
 Dort die Gärten, da die Felder,  
 Da die Wiesen, da die Wälder,  
 Da der Hügel, da der Bach,  
 Wo ich bei den Blumen lag.  
 Da die düstern Uferhecken,  
 Wo die Amsel gern ihr Nest  
 Baut auf Hagebuchenstöcken,  
 Dass es leicht sich finden lässt.  
 Hier der Platz, wo wir uns stolz  
 Schaukelten auf Zimmerholz,  
 Doch wo oft wir hingezogen  
 Mit dem Pfeil und mit dem Bogen,  
 Schönes Wäldchen kühl und nah!  
 Lehmdree, du bist nicht mehr da!

Aber immer noch in alter Majestät,  
 Stehst du, Kanzel da, aus jähem Fels erhört.  
 Selbst der alte Kaiserturm  
 Trotzte kühn noch jedem Sturm!  
 Damals als man dich erbaute,  
 Ach, da galt noch Edelsinn!  
 Mit dir alter Turm ergraute  
 Vieles schöne, -- starb dahin.  
 Da wo einstens tapfre Helden  
 Ihren Speer zum Kampfe stählten,  
 Sieht man nur versunk'ne Mauern,  
 Mahnend uns das nichts kann dauern!  
 Alles ändert sich im Lauf der Zeit,  
 Und wir finden nur -- Vergänglichkeit.  
 Keine Form mag ewig hier bestehen;  
 Hier ist Werden, Sein, und dann' Vergehen.

Nun dann alterndes Gemäuer,  
 Und Ihr, Stadt, und Wald, und Flur,  
 Alles hier ist mir, so theuer,  
 Scheide denn mit Wehmut nur.  
 Thränen weiß ich nicht vergebens,  
 Nicht umsonst bebt mir das Herz!  
 Seufzer send' ich himmelwärts,  
 Dankend für das Glück des Lebens,  
 Dasz ich hier genosz, empfand,  
 Aber gar zu schnell entschwand.

So sitz ich am Bache und denke zurück  
 An jene so goldenē Zeit,  
 Wo fröhlich mein Herz war und heiter mein Blick,  
 Nichts störte die kindliche Freud.

So sitzend am Bache von Wehmut erfüllt,  
 Erheitert sich plötzlich mein Blick.  
 Ich finde im murmelnden Bache ein Bild  
 Vom menschlichen Leben und Glück.

Das Bächlein fließt scherzend und kosend dahin,  
 Von Blümlein am Ufer geküsst,  
 Hier musz es durch blumige Wiesen sich zieh'n  
 Dort wird es vom Wäldchen begrüßt.

Doch endlich erreicht es das tückische Ziel,  
 Froh wirfts sich dem Strom in den Arm;  
 Dasz Bächlein wohl jubelt im stolzen Gefühl  
 Auf seine Erhebung ohn' Harm.

Hier musz es nun tragen mit ändern die Last  
 Der Schiffe, von Waaren beschwert;  
 Aus sind deine Spiele, O Bächlein, du hast  
 Die schönsten der Freuden geleert.

Das ist so des menschlichen Lebens Geschick!  
 Die Kindheit ist ähnlich dem Bach;  
 Schnell eilt sie dahin und es endet ihr Glück,  
 Ihr folgt etwas Ernsteres nach.

Das Kind wird zum Jüngling, der Jüngling zum Mann,  
 Bedeutung das Leben gewinnt;--  
 Was jeder zum Wohl des ganzen gethan,  
 Ist's, was seinen Werth nur bestimmt."

Among other mental gymnastics Steines delighted in making  
 up riddles and charades for the delectation of the readers of the  
 "Solingen Wochenblatt."

### Räthsel

"Man preiset den, der jene Kunst erfunden,  
 Die mich bei treuem Fleisze redlich nährt;  
 Und wirklich ist--ich sag' es unumwunden--  
 Er auch der innigsten Verehrung Werth.  
 Ein jeder braucht von dem was ich bereite,  
 Sey's König oder sey es Bettler auch;  
 Denn dasz sich jemand ohne dieses kleide  
 Ist heut' zu Tage gar nicht mehr Gebrauch.  
 Setzt man den Prepositionen Eine  
 Dem Räthselworte, das ich meine,  
 Voran, so hört man den auch nennen,  
 Den jeder Musensohn wird kennen."

Auflösung-von Weber  
 (Karl Maria)

### Charade.

"Fünf Sylben hat mein zwiefach's Wort.  
 Spaziere, Freund, von Ort zu Ort,  
 In Asien war es früherhin  
 Was meine erste Dreizahl nennt;  
 Hier ein'gen Einzeln wird vergönnt;  
 Das Urpaar bring' es dir in Sinn!  
 Das letzte Paar sind schöne Früchte,  
 Sie fallen lieblich ins Gesichte,  
 So wird dir auch das Ganze sein.  
 Jetzt geb' ich's dir, mein Freund, zu rathen:  
 In Torten und bei manchen Braten--  
 Da schmecken sie bei gutem Wein."

### Deren Auflösung

Die ersten drei Sylben, ich nenne sie dir,  
 Nicht wahr, sie sind: Paradies;  
 Die letzten zwei: Apfel; er schmecket mir,  
 Sei sauer er oder auch süsz.  
 Doch ist mir der Paradiesapfel viel werth,  
 Wenn er, bis zum Winter verspart,  
 Mir mürbe denn wird zur Speise beschert,  
 Denn er ist von lieblicher Art."

The song, quoted below, which contains the poets maturest thought and most fervent desire is called "Gebet". The peculiar rime of abbc does not appear in any other of his poems. It was doubtless patterned after K. T. Körner's "Gebet Während der Schlacht". As the author himself states; "It was to be sung at the birthday of our most noble King Frederick William III".

"Vater ich rufe Dich!

Blick auf uns Alle, die vor Dir wir stehen,  
Für unsern König uns Heil zu erflehen.

Gib' du ihm rechtlichen, frommen Sinn!  
Vater, Du führe ihn!

Vater, Du führe ihn!

Gib' Du ihm Weisheit, dasz stets er erblicke,  
Was uns gebricht zum völligem Glücke!

Dasz seine Diener zu seinem Gewinn  
Gott, stets recht fürchten ihn!

Gott, lasz sie fürchten ihn!

Dasz sie nicht frevelnd das Volk unterdrücken,  
Wenn es nach Rast und nach Wahrheit will blicken.

Herr, wie Er will, so lasz sie auch tun;  
Vater so werd' es nun!

Gott, Er erkennet dich!

Fromm ist sein Sinn und uns wohltut sein Leben,  
Woll'st drum ihn gern viele Jahre noch geben;

Seg'ne erhalt ihn, lenk' seinen Blick  
Auf seines Volkes Glück!

Gott, O beglücke ihn!

Schütz und bewahr ihm des Volks treue Liebe,  
Das weder Geiz, Stolz, noch Herschsucht sie trübe,

Lasten, wenn gleich vom Fürsten gehaszt,  
Doch oft sind Landes-Last.

Vater, beglück das Land!

Eintracht und Liebe und Gleichheit und Sitte  
Hersch auf dem Throne, und hersch in der Hütte.

Adel der Seele, nichts sonst kein Stand,  
Gelte in Preuszenland."

A delightful bit of humor is found in "Ich Denke nach".

"Des Abends saszt beim Lampenschein  
Am Tische Wilhelm und schlief ein.  
Ein Buch lag vor ihm das zum Kissen  
Dem schweren Kopf' hatt' dienen müssen.



Aus diesem Buch sollt er studieren,  
 Ich glaube, etwas memorieren.  
 So schlafend fand ihm der Magister,  
 Ein Vetter Wilhelms. Ernst und düster  
 Blickt er ihn eine Weile an,  
 Und sprach dann zu dem kleinen Mann:  
 Wilhelm! Wilhelm! was machst du da?--  
 Wie da der kleine Wilhelm sah!--  
 Doch wollt ihr wissen, was er sprach?--  
 "Herr Vetter, ja----ich denke nach."

The incomparable grief which he suffered when, four days after his arrival in St. Louis, he lost his wife and four children is expressed in the subjoined elegy. It is dated May, 1835, and was written in the seclusion of the Missouri forests ~~where~~ he had taken flight from the pestilence infested city of St. Louis.

"Hier, wo mit murmelndem Gekose;  
 Dem Berg' entlang, der Bach sich zieht,  
 Und wo auf Kiesel, grün von Moose,  
 Der Sonne Strahl noch zitternd glüht;  
 Wo Zuckerbäume und Platanen  
 Den tiefsten Schatten um sich streu'n,  
 Da will ich meiner theuren Manen  
 Ein Denkmal treuer Liebe weih'n.

Sing, Purpurdrossel, deine Lieder,  
 Und all ihr Vögel stimmt ein!  
 Von eurem Sange halle wieder  
 Des stillen Thales düsterer Hain.  
 Mich birgt des Haines dunkle Laube,  
 Doch reizt mich nur der Klage-ton  
 Wehmütig girr'nder Türteltaube,  
 Denn alle Lust ist mir entflohn.

Der Freude viel noch zu genießen  
 Verliesz ich Freund' und Vaterland,  
 Und fröhlich durft ich bald begrüßen  
 Die neue Heimat die ich fand.  
 Doch ach die grössten aller Schmerzen  
 Belasteten schnell mein Gemüth:  
 Der Tod risz weg von meinem Herzen  
 All' die, für die es heisz ge-  
 glüht.

In seiner finstern kalten Kammer  
 Deckt Weib und Kinder nun das Grab!  
 Und ach! verzweiflungsvoller Jammer  
 Zehrt langsam nun mein Leben ab.  
 Die mich an dieses Leben banden  
 Mit Freude, Hoffnung, süszer Lust,  
 Die Blumen mir zu Kränzen wanden,  
 Ruh'n nimmer mehr an meiner Brust!

Warum, O Schicksal sonst so freundlich,  
 So lächelnd mir und mild, warum  
 Trotst du entgegen mir so feindlich,  
 Und wandtest herb die Schaale um?  
 Nun siehst du einsam mich und weinen,  
 Die Freude flieht mein bang Gemüth!  
 Ich flieh' die Welt; in düstern Hainen  
 Tönt nun des Herzens Klagelied.

Doch nein ich soll nicht trostlos klagen;--  
 Hinauf, hinauf, den trüben Blick;  
 Denn alles Seufzen, alles Zagen  
 Bringt die Geliebten nicht zurück.  
 Da, wo nicht sind der Erde Mangel,  
 Im schönen Himmel und im Kreis  
 Wollkomm'ner Wesen, Sel'ger Engel,  
 Da weilen sie zu Gottes Preis.

Hier einsam magst, mein Herz, du bluten,  
 Und lassen deinen tiefen Schmerz!  
 Doch aufschau'n will ich zu den Guten  
 In steter Sehnsucht himmelwärts.  
 Einst wird die Nacht auch mich umringen,  
 Das Irdische zu Staub vergeh'n.  
 Doch schwebt der Geist auf Engelsschwingen  
 Hinauf zu sel'gem Wiedersehn.

Entzückend, sel'ges Wiedersehen,  
 Wo Freude nur noch Thränen weint!  
 In Gottes höhrem Himmelshöhen  
 Da sind wir Alle dann vereint!  
 Willkommen mir du Tag der Wonne,  
 Du führst mir viele Theure zu;  
 O, sah' ich glüh'n schon deine Sonne!  
 Komm, zög're nicht, du Theurer, du!"--

Steines' practise of expressing his emotions in poetic form and sending such expression instead of letters to the person concerned is excellently expressed in a poem addressed to his second wife. It is dated October 17, 1838, and is, save one, the last of his extant poems.

#### An Bertha

"Dein gedenklich! und mein Herz erfüllet  
 Sehnsucht, Holde, einzig nur nach Dir!  
 Ohne Dich, Geliebte, ach! verhüllet  
 Alles sich in tiefes Dunkel mir.  
 Was mich liebend an dies Leben kettet,  
 Was allein mir schenket Seelenruh;  
 Was mich sanft auf Rosenlager bettet  
 Dasz, O Bertha, bist allein nur du!

Seit du schwandest, fühl ich eine Leere,  
 Wie ich nimmer sie vorhergeföhlt!  
 Dasz nur ist es, dasz ich dich entbehre,  
 Dein geliebtes mir so theures Bild,  
 Wo ich sein mag, sei's in Freundes Kreise,  
 Oder da, wohin die Pflicht mich föhrt,  
 Überall vermisz ich dich und leise  
 Seufzer werden dann der Brust entföhrt.

Wenn ich sonst, Berufes-Pflicht entbunden,  
 Der Erholung so bedürftig war  
 Wie genosz ich dann so sel'ge Stunden  
 Bertha, an dem häuslichen Altar!  
 Kam ich heim, so flogst du mir entgegen,  
 Liebelächelnd botest du den Kusz;  
 Und wie klopfen mit gewalt'gen Schlägen  
 Dann die Herzen bei der Liebe Kusz!

Wenn ich vormals wohl nicht bei dir weilte,  
 Und für Stunden konnt nicht bei dir sein,--  
 Wurde losgebunden dann, wie eilte  
 Ich auf Liebes-Flügeln zu dir Heim.  
 Ach ein Himmel liegt in deinen Blicken,  
 Und sie lächeln Seligkeit mir zu!  
 Holdes Weib wie kannst du mich entzücken,  
 Wie erfreust und wie beglückest du!

Wär es mein Geschick dir zu entsagen,  
 O wie elend würd' ich dann nicht sein!  
 Allen Wesen würde ich es klagen:  
 Die geliebte Bertha war nicht mein!  
 Den Gedanken mag ich gar nicht denken,  
 Den der Trennung, der so bitter ist,  
 Todes-Pein musz in die Brust er senken,  
 So von treuer Liebe überfließt.

Bald, bald werd' ich dir entgegen eilen,  
 Um nicht mehr getrennt von dir zu sein,  
 Dann mit dir im schönen Thale weilen,  
 Dir mein Leben meine Tage weih'n.  
 Arm in Arm durchwandeln dann die Haine  
 Mit dir, theures Weibchen, froh, vergnügt;  
 Denn wir wissen's; Du bist nur die Meine,  
 Dein der, der ~~ein~~ deiner Brust dir liegt.

Lebe wohl denn, theures Weib! Ich freue  
 Mich in Schmerz des won'gen Augenblicks,  
 Wo ich dich umarmen werd' auf's neue,  
 Und genießen meines schönsten Glücks.  
 Mancher Seufzer wird mir noch entschwinden  
 Bis zum freudevollen Wiederseh'n.

Horch, die Lüfte werdens dir verkünden,  
Säuselnd sie zu dir hinüber weh'n."

In addition to poems there is also a considerable amount of music in manuscript form among Friedrich Steines' papers. This is deserving of a separate treatment by some one properly equipped and trained in music.