

ment-sponsored propaganda during World War I? How did the United States use propaganda to mobilize public opinion during World War I?

\* THE EVIDENCE \*

Source 1 is a popular song by George M. Cohan, 1917.

1. "Over There."

Johnnie, get your gun,  
Get your gun, get your gun,  
Take it on the run,  
On the run, on the run.  
Hear them calling you and me,  
Every son of liberty.  
Hurry right away,  
No delay, no delay.  
Make your daddy glad  
To have had such a lad.  
Tell your sweetheart not to pine,  
To be proud her boy's in line.

*Chorus (repeat chorus twice)*

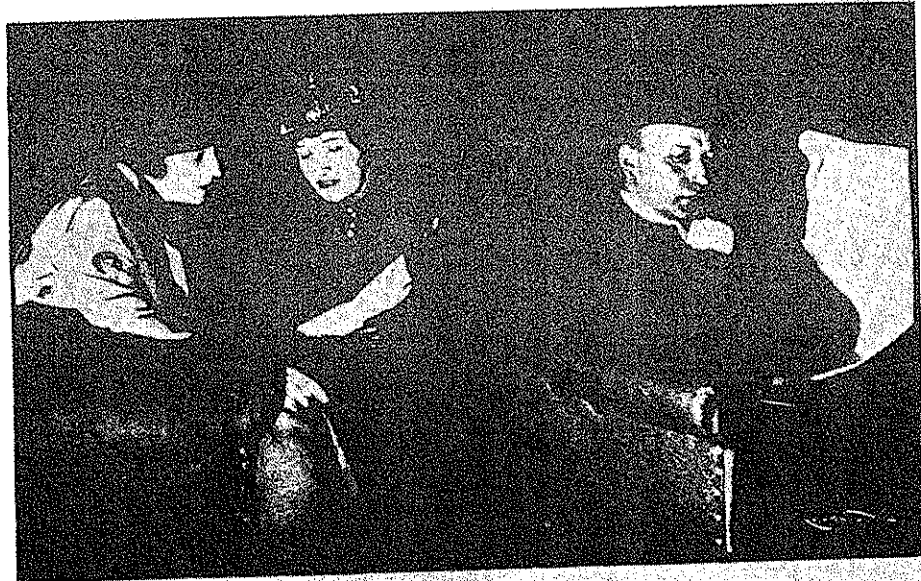
Over there, over there,  
Send the word, send the word over there—  
That the Yanks are coming,  
The Yanks are coming,  
The drums rum-tumming  
Ev'rywhere.  
So prepare, say a pray'r,  
Send the word, send the word to beware.  
We'll be over, we're coming over,  
And we won't come back till it's over  
Over there.

CHAPTER 5

HOMOGENIZING  
A PLURALISTIC  
NATION:  
PROPAGANDA  
DURING WORLD  
WAR I

Sources 2 through 4 from James R. Mock and Cedric Larson, *Words That Won the War: The Story of the Committee on Public Information* (Princeton: Princeton University Press, 1939), pp. 64, 169, 184. Photos: The National Archives.

2. "Spies and Lies" Advertisement Urging Americans to Report the Enemy.



## Spies and Lies

German agents are everywhere, eager to gather scraps of news about our men, our ships, our munitions. It is still possible to get such information through to Germany, where thousands of these fragments—often individually harmless—are patiently pieced together into a whole which spells death to American soldiers and danger to American homes.

But while the enemy is most industrious in trying to collect information, and his systems elaborate, he is *not* superhuman—indeed he is often very stupid, and would fail to get what he wants were it not deliberately handed to him by the carelessness of loyal Americans.

Do not discuss in public, or with strangers, any news of troop and transport movements, or bits of gossip as to our military preparations, which come into your possession.

Do not permit your friends in service to tell you—or write you—"inside" facts about where they are, what they are doing and seeing.

Do not become a tool of the Hun by passing on the malicious, disheartening rumors which he so eagerly sows. Remember he asks no better service than to have you spread his lies of disasters to our soldiers and sailors, gross scandals in the Red Cross, cruelties, neglect and wholesale executions in our camps, drunkenness and vice in the Expeditionary Force, and other tales certain to disturb American patriots and to bring anxiety and grief to American parents.

And do not wait until you catch someone putting a bomb under a factory. Report the man who spreads pessimistic stories, divulges—or seeks—confidential military information, cries for peace, or belittles our efforts to win the war.

Send the names of such persons, even if they are in uniform, to the Department of Justice, Washington. Give all the details you can, with names of witnesses if possible—show the Hun that we can beat him at his own game of collecting scattered information and putting it to work. The fact that you made the report will not become public.

You are in contact with the enemy *today*, just as truly as if you faced him across No Man's Land. In your hands are two powerful weapons with which to meet him—discretion and vigilance. *Use them.*

COMMITTEE ON PUBLIC INFORMATION  
8 JACKSON PLACE, WASHINGTON, D. C.

George Cool, Chairman  
The Secretary of War  
The Secretary of the Navy

Contributed through Division of Advertising



United States Gov't Comm. on Public Information

3. "Bachelor of Atrocities" Advertisement for Fighting the Enemy by Buying Liberty Bonds.

THE EVIDENCE



## Bachelor of Atrocities

IN the vicious guttural language of Kultur,<sup>9</sup> the degree A. B. means Bachelor of Atrocities. Are you going to let the Prussian Python strike at your Alma Mater, as it struck at the University of Louvain?<sup>10</sup>

The Hohenzollern<sup>11</sup> fang strikes at every element of decency and culture and taste that your college stands for. It leaves a track so terrible that only whispered fragments may be recounted. It has ripped all the world-old romance out of war, and reduced it to the dead, black depths of muck, and hate, and bitterness.

You may soon be called to fight. But you are called upon right now to buy Liberty Bonds. You are called upon to economize in every way. It is sometimes

harder to live nobly than to die nobly. The supreme sacrifice of life may come easier than the petty sacrifices of comforts and luxuries. You are called to exercise stern self-discipline. Upon this the Allied Success depends.

Set aside every possible dollar for the purchase of Liberty Bonds. Do it relentlessly. Kill every wasteful impulse, that America may live. Every bond you buy fires point-blank at Prussian Terrorism.

### BUY U. S. GOVERNMENT BONDS FOURTH LIBERTY LOAN

Contributed through Division  
of Advertising



United States Gov't Comm.  
on Public Information

This space contributed for the Winning of the War by  
A. T. SKERRY, '84, and CYRILLE CARREAU, '04.

#### Appeal to the Symbols of Education

Two Graduates of New York University Contributed the Space for This  
CPI Advertisement in Their "Alumni News"

9. Germans often asserted that they had *Kultur*, or a superior culture, in contrast to *civilization*, which they viewed as weak and effeminate.

10. The *University of Louvain*, in Belgium, was pillaged and partially destroyed by German troops. Some professors were beaten and others killed, and the library (containing 250,000 books and manuscripts, some irreplaceable) was totally destroyed. The students themselves were home for summer vacation.

11. *Hohenzollern* was the name of the German royal family since the nation's founding in 1871. It had been the Prussian royal family since 1525.

#### 4. Advertisement Appealing to History Teachers, April 4, 1917.

## The Committee on Public Information

Established by Order of the President, April 4, 1917

Distribute free *except as noted* the following publications:

### I. Red, White and Blue Series:

No. 1. How the War Came to America (English, German, Polish, Bohemian, Italian, Spanish and Swedish).

No. 2. National Service Handbook (primarily for libraries, schools, Y. M. C. A.'s, Clubs, fraternal organizations, etc., as a guide and reference work on all forms of war activity, civil, charitable and military).

No. 3. The Battle Line of Democracy. Prose and Poetry of the Great War. Price 25 cent. Special price to teachers. Proceeds to the Red Cross. Other issues in preparation.

### II. War Information Series:

No. 1. The War Message and Facts Behind it.

No. 2. The Nation in Arms, by Secretaries Lane and Baker.

No. 3. The Government of Germany, by Prof. Charles D. Hazen.

No. 4. The Great War from Spectator to Participant.

No. 5. A War of Self Defense, by Secretary Lansing and Assistant Secretary of Labor Louis F. Post.

No. 6. American Loyalty by Citizens of German Descent.

No. 7. Amerikanische Bürgertreue, a translation of No. 6.

Other issues will appear shortly.

### III. Official Bulletin:

Accurate daily statement of what all agencies of government are doing in war times. Sent free to newspapers and postmasters (to be put on bulletin boards). Subscription price \$5.00 per year.

Address Requests to

Committee on Public Information, Washington, D. C.

## What Can History Teachers Do Now?

You can help the community realize what history should mean to it.

You can confute those who by selecting a few historic facts seek to establish some simple cure-all for humanity.

You can confute those who urge that mankind can wipe the past off the slate and lay new foundations for civilization.

You can encourage the sane use of experience in discussions of public questions.

You can help people understand what democracy is by pointing out the common principle in the ideas of Plato, Cromwell, Rousseau, Jefferson, Jackson and Washington.

You can help people understand what German autocracy has in common with the autocracy of the Grand Mogul.

You can help people understand that democracy is not inconsistent with law and efficient government.

You can help people understand that failure of the past to make the world safe for democracy does not mean that it can not be made safe in the future.

You can so teach your students that they will acquire "historical mindedness" and realize the connection of the past with the present.

You can not do these things unless you inform yourself, and think over your information.

You can help yourself by reading the following:  
"History and the Great War" bulletin of Bureau of Education.

A series of articles published throughout the year in THE HISTORY TEACHER'S MAGAZINE.

You can obtain aid and advice by writing to  
The National Board for Historical Service, 1133 Woodward Building, Washington, D. C.

United States Bureau of Education, Division of Civic Education, Washington, D. C.

Committee on Public Information, Division of Educational Co-operation, 10 Jackson Place, Washington, D. C.

The Committee on Patriotism through Education of the National Security League, 21 Pine Street, New York City.

Carnegie Endowment for International Peace, 2 Jackson Place, Washington, D. C.

National Committee of Patriotic and Defense Societies, Southern Building, Washington, D. C.

The World Peace Foundation, 10 Mount Vernon St., Boston, Mass.

American Association for International Conciliation, 407 West 117th Street, New York City.

The American Society for Judicial Settlement of International Disputes, Baltimore, Md.

The Editor, THE HISTORY TEACHER'S MAGAZINE, Philadelphia.



Source 5 from *The James Montgomery Flagg Poster Book*, introduction by Susan E. Meyer (New York: Watson-Guption Publications, 1975). Courtesy of the Library of Congress.

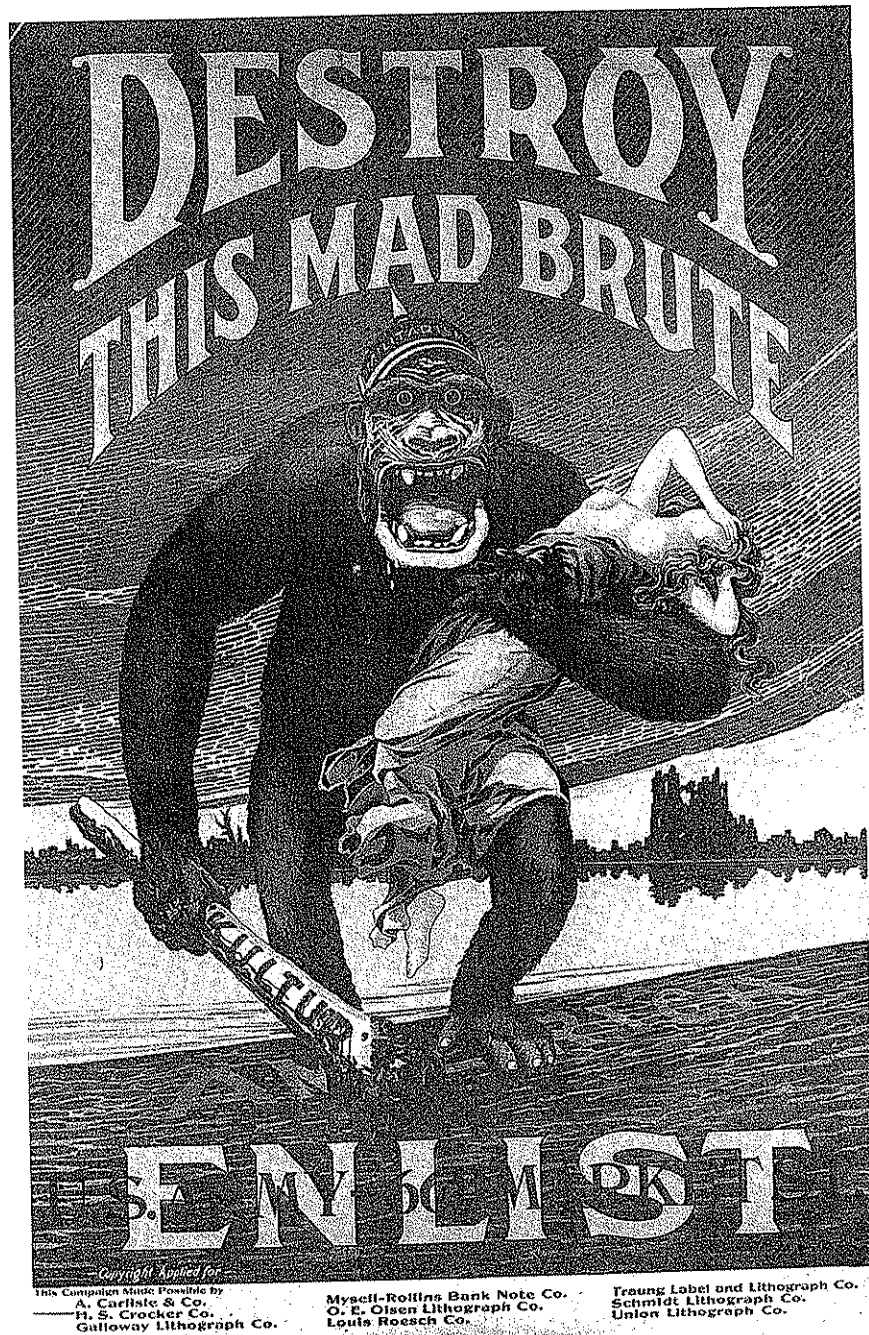
5. The Famous Uncle Sam Poster.



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Source 6 from Peter Stanley, *What Did You Do in the War, Daddy?* (Melbourne: Oxford University Press, 1983), p. 55. Photo: Imperial War Museum.

6. Poster Portraying Germany as a Raging Beast.



Source 7 from *The James Montgomery Flagg Poster Book*.

7. United States Marines Recruiting Poster.

**TELL THAT TO THE MARINES!**



JAMES MONTGOMERY FLAGG



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Source 8 from Anthony Crawford, *Posters in the George C. Marshall Research Foundation* (Charlottesville: University of Virginia Press, 1939), p. 30. Photo: Culver Pictures.

8. "Women of America, Save Your Country" Poster.





Source 9 from Joseph Darracott, ed., *The First World War in Posters* (New York: Dover Publications, 1974), p. 30.

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9. "Be Prepared" Poster: Columbia and a Boy Scout.



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Source 10 from Walton Rawls, *Wake Up, America! World War I and the American Poster* (New York: Abbeville Press, 1988), p. 232.

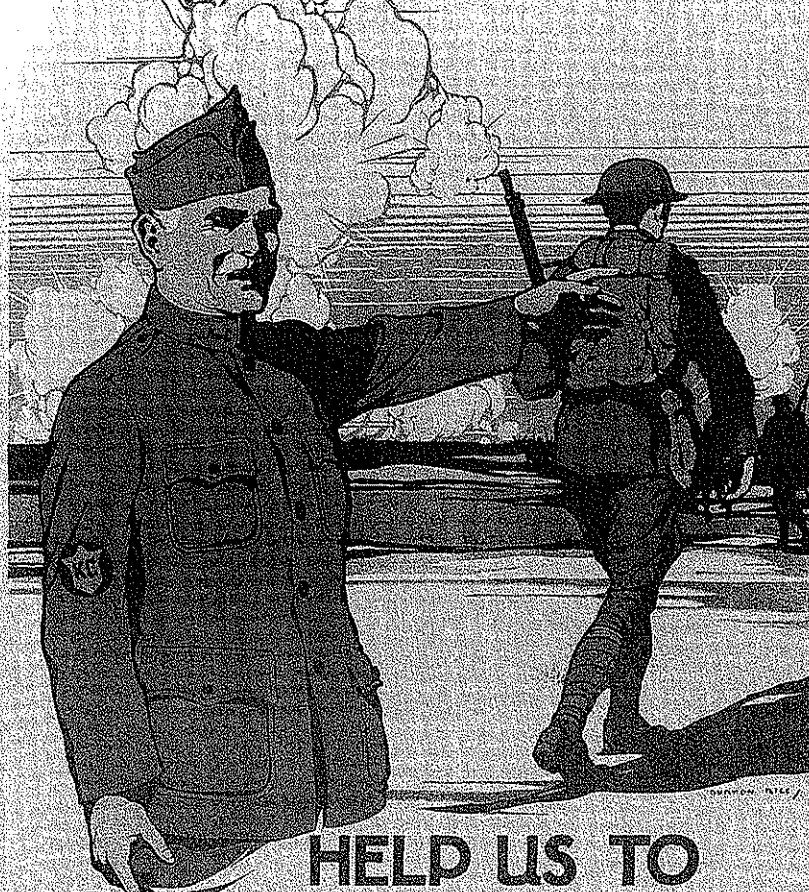
10. "Americans All!" Poster.



Sources 11 and 12 from Special Collections, University of Tennessee.

11. "See Him Through" Poster, Knights of Columbus, 1918.

# SEE HIM THROUGH



HELP US TO  
HELP THE BOYS



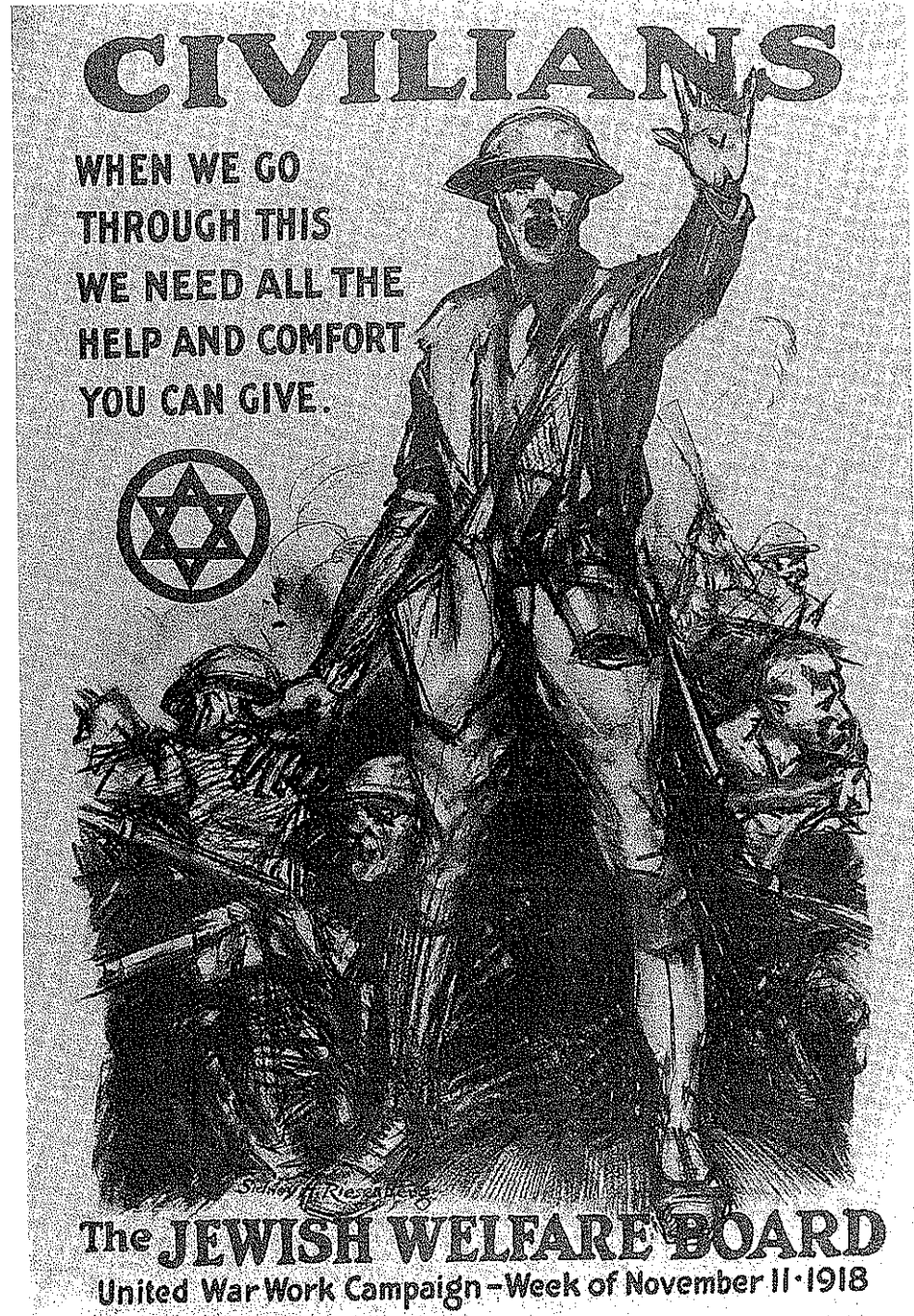
NATIONAL CATHOLIC WAR COUNCIL  
KNIGHTS OF COLUMBUS

United War Work Campaign - Week of November 11-1918



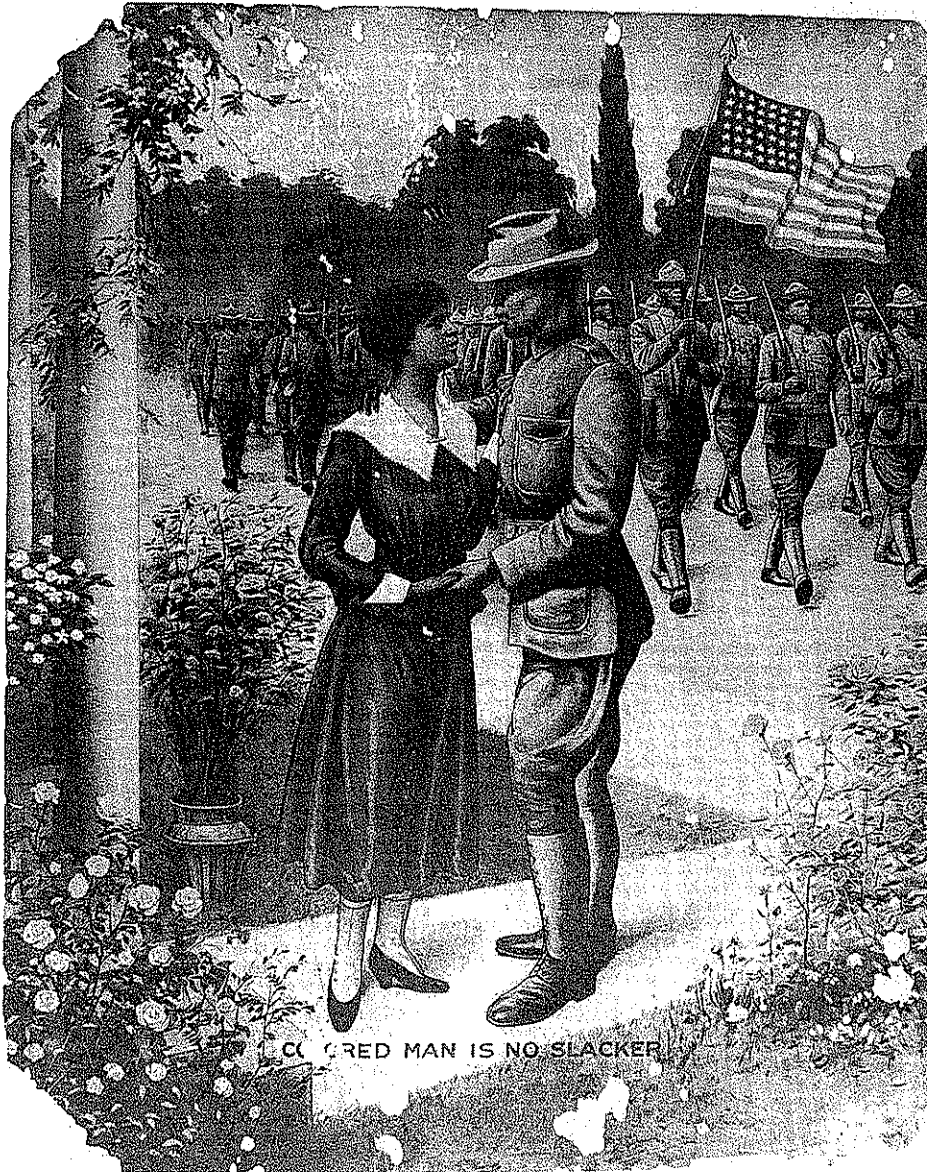
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12. Jewish Welfare Board Poster, 1918.



Source 13 from private collection. Used with permission.

13. "Colored Man Is No Slacker" Poster.



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Source 14 from John Higham, *Strangers in the Land: Patterns of American Nativism, 1860-1925* (New Brunswick, N.J.: Rutgers University Press, 1955), p. 210.

14. *New York Herald* Editorial Cartoon: German American Dr. Karl Muck, Conductor of the Boston Symphony Orchestra, Needed a Police Escort When He Conducted a Concert in March 1918 in New York City.





Source 15 from *New York Times*, January 6, 1918.

15. Hines's Prize-Winning Cartoon in the 1918 *Trench and Camp* Cartoon Contest.<sup>12</sup>



12. *Trench and Camp* was a weekly publication of the United States Army for its thirty-two training centers in the United States. For this prize-winning cartoon, Frank Hines won a wristwatch. In the cartoon, the American soldier is holding a *pickelhaube*, a German spiked helmet.

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Sources 16 through 18 from Alfred E. Cornbise, *War as Advertised: The Four Minute Men and America's Crusade, 1917-1918* (Philadelphia: American Philosophical Society, 1984), pp. 72-73, 122, 60.

16. Excerpt of a Speech by a Four Minute Man.

Ladies and Gentlemen:

I have just received the information that there is a German spy among us—a German spy watching *us*.

He is around here somewhere, reporting upon you and me—sending reports about us to Berlin and telling the Germans just what we are doing with the Liberty Loan. From every section of the country these spies have been getting reports over to Potsdam<sup>13</sup>—not general reports but details—where the loan is going well and where its success seems weak, and what people are saying in each community.

For the German government is worried about our great loan. Those Junkers<sup>14</sup> fear its effect upon the German *morale*. They're raising a loan this month, too.

If the American people lend their billions now, one and all with a hip-hip-hurrah, it means that America is united and strong. While, if we lend our money half-heartedly, America seems weak and autocracy remains strong.

Money means everything now; it means quicker victory and therefore less bloodshed. We are *in* the war, and now Americans can have but *one* opinion, only *one* wish in the Liberty Loan.

Well, I hope these spies are getting their messages straight, letting Potsdam know that America is *hurling back* to the autocrats these answers:

For treachery here, attempted treachery in Mexico, treachery everywhere—*one billion*.

For murder of American women and children—*one billion more*.

For broken faith and promise to murder more Americans—*billions and billions more*.

And then we will add:

In the world fight for Liberty, our share—*billions and billions and billions and endless billions*.

Do not let the German spy hear and report that *you* are a slacker.

13. *Potsdam* (a suburb of Berlin) was where the Kaiser lived.

14. *Junkers* were the Prussian nobility.

### 17. Part of a Speech by a Four Minute Man.

German agents are telling the people of this . . . race<sup>15</sup> through the South that if they will not oppose the German Government, or help our Government, they will be rewarded with Ford automobiles when Germany is in control here. They are told that 10 negroes are being conscripted to 1 white man in order that the Negro race may be killed off; and that the reason Germany went into Belgium was to punish the people of that country for the cruel treatment of the negroes in the Congo.

### 18. "It's Duty Boy," a Poem Read by Four Minute Men.

My boy must never bring disgrace to his immortal sires—  
 At Valley Forge and Lexington they kindled freedom's fires,  
 John's father died at Gettysburg, mine fell at Chancellorsville;  
 While John himself was with the boys who charged up San Juan Hill.  
 And John, if he was living now, would surely say with me,  
 "No son of ours shall e'er disgrace our grand old family tree  
 By turning out a slacker when his country needs his aid."  
 It is not of such timber that America was made.  
 I'd rather you had died at birth or not been born at all,  
 Than know that I had raised a son who cannot hear the call  
 That freedom has sent round the world, its precious rights to save—  
 This call is meant for you, my boy, and I would have you brave;  
 And though my heart is breaking, boy, I bid you do your part,  
 And show the world no son of mine is cursed with craven heart;  
 And if, perchance, you ne'er return, my later days to cheer,  
 And I have only memories of my brave boy, so dear,  
 I'd rather have it so, my boy, and know you bravely died  
 Than have a living coward sit supinely by my side.  
 To save the world from sin, my boy, God gave his only son—  
 He's asking for MY boy, to-day, and may His will be done.

15. At the front lines in France, Germans barraged America's African American soldiers with leaflets urging them to desert (none did). One of those propaganda leaflets said, in part, "Do you enjoy the same rights as the white people do in America . . . or are you rather not treated over there as second-class citizens?" As to the charge of discrimination against African Americans by draft boards, there were numerous complaints that African Americans found it almost impossible to get exemptions from military service. In the end, about 31 percent of the African Americans who registered were called into service, as opposed to 26 percent of the registered whites. To counteract German propaganda, prominent African Americans were sent to France to lecture to the African American troops.



Source 19 from *The Moving Picture World*, September 28, 1918.

19. Promotional Tips to Theater Managers, 1918.

**ADVERTISING AIDS FOR BUSY MANAGERS**  
"KULTUR."

**William Fox Presents Gladys Brockwell in a Typical Example of the Brutality of the Wilhelmstrasse to Its Spy-slaves.**

**Cast.**

Countess Griselda Von Arenburg, Gladys Brockwell  
Eliska ..... Georgia Woodthorpe  
René de Bornay ..... William Scott  
Baron von Zeller ..... Willard Louis  
Archduke Franz Ferdinand .... Charles Clary  
Danilo ..... Nigel de Brullier  
The Kaiser ..... William Burress  
Emperor Franz Josef ..... Alfred Fremont

Directed by Edward J. Le Saint.

**The Story:** The Kaiser decides that the time is ripe for a declaration of war, and sends word to his vassal monarch of Austria. René de Bornay is sent by France to discover what is being planned. He meets the Countess, who falls in love with him. She sickens of the spy system and declares that she is done with it, but is warned that she cannot withdraw. She is told to secure René's undoing, but instead procures his escape and in her own boudoir is stood against the wall and shot for saving the man whom she loves better than her life.

Feature Gladys Brockwell as Countess Griselda Von Arenburg and William Scott as René de Bornay.

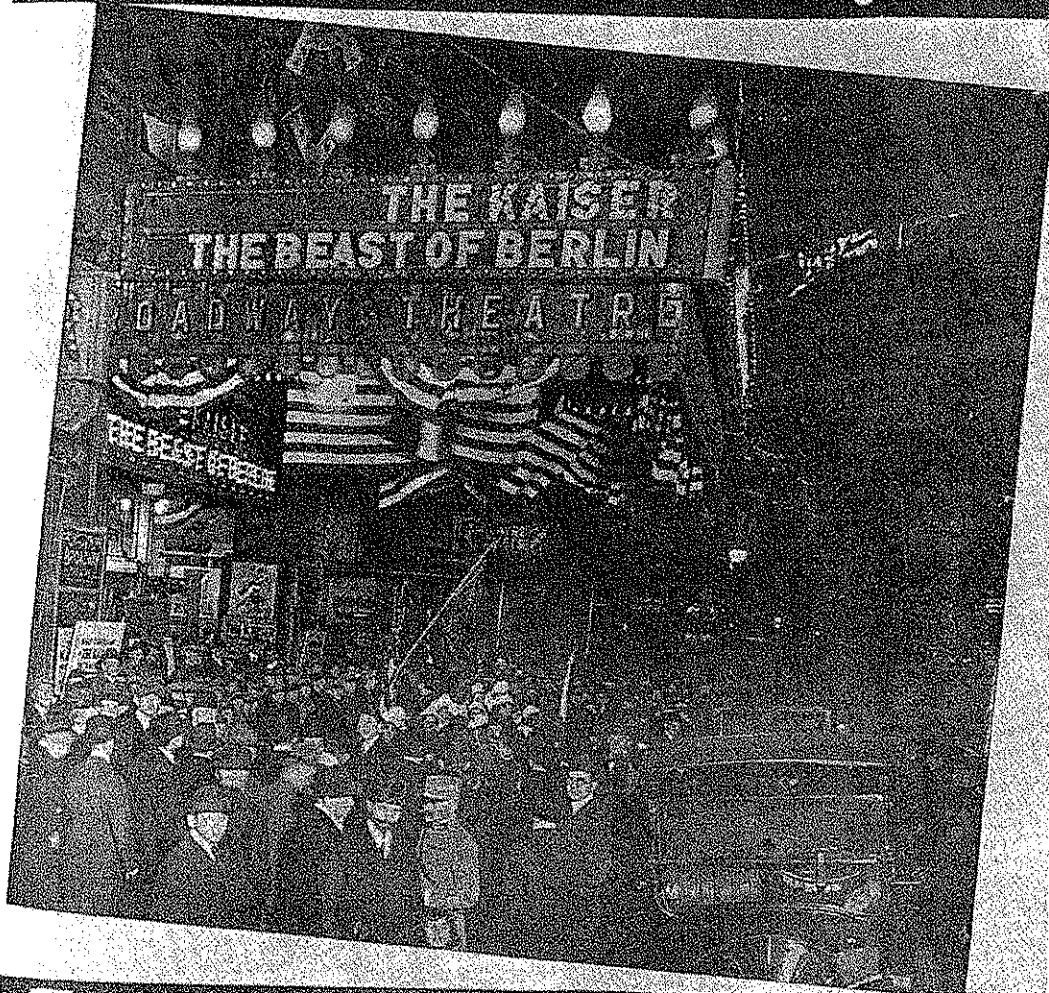
**Program and Advertising Phrases:** Gladys Brockwell, Star of Latest Picture, Exposing Hun Brutality and Satanic Intrigue. How An Austrian Countess Gave Her All for Democracy. She Was an Emperor's Favorite Yet She Died for World Freedom. Story of an Emperor's Mistress and a Crime That Rocked the World. Daring Exposure of Scandals and Crimes in Hun Court Circles. Astonishing Revelations of Hun Plots to Rape Democracy.

**Advertising Angles:** Do not offer this as a propaganda story, but tell that it is one of the angles of the merciless Prussian spy system about which has been woven a real romance. Play up the spy angle heavily both in your newspaper work and through window cards with such lines as "even the spies themselves hate their degradation." Miss Brockwell wears some stunning and daring gowns in this play, and with these special appeal can be made to the women.

Source 20 from the National Archives.

20. Advertisement for the Feature Film *The Kaiser, the Beast of Berlin* (1918), Described by Some as the Most Famous "Hate Picture."

**It makes Americans fighting mad**



**THE PICTURE THAT BLOCKED  
THE TRAFFIC ON BROADWAY**

Source 21 from the Everett Collection.

21. Still Photograph from *The Kaiser, the Beast of Berlin* (1918). Used in Advertising.





Source 22 from Fox Film Corporation, 1918.

22. Advertising Poster for *The Prussian Cur* (1918).

