

GERMANY'S INTRIGUING: Undermined Russian influence in Russia by Working Through the Schools.

To the Editor of The Tribune:

Sir:—I send you the following translation of an editorial article in the local Russian newspaper ("The People").

It was generally thought that when the Liberal party of Manitoba came into power, the party would reform the old anti-English and anti-Russian school system, and clean out political German-Ruthenian agitators supported by the Conservative Roblin government. Many agitators held positions as teachers in the foreign (Galician) settlements, and in fact from one side recruited for the Roblin government the voters, and from another brought out the enemies of Canada, England and Russia. The program made by German politicians in Russia was to divide the Russian nation into two—Russian and Ukrainian or Ruthenian—and revolutionize one against the other. The idea in Canada was to build a Canadian Ruthenia and incite youngsters to the utopian ideas projected by Bismarck.

It is now shown that the Norris government cannot, or will not, consider the work of German-Ruthenian teachers. This negligence of the present politicians in power will be severely censured by the coming generations of Canada, similarly as they now condemn the old politicians in Russia who allowed the German colonist in Russia to maintain the schools according to the German program. The result of this system in Russia is such that the Germans living in Russia 100 to 200 years cannot speak Russian, and, when the war broke out, they deserted by thousands to the German armies and fought against Russia, their native country.

Only now do the Russian government see their great mistake, and find out that with their own money, in their own country, they brought up dangerous enemies. Russian people are having to pay with blood for the sins of the government, who, through the fingers, looked on at the school system in the German-Russian schools—only now do they begin to make reform in the said schools.

The Russian government now makes the reforms, orders the teaching of Russian, and forbids the singing of German patriotic songs or the teaching of the German national catechism. The German children and their parents have only been impatiently waiting for the kaiser, with his army, to establish genuine German schools on the Russian soil.

Similar results of the education in Manitoba schools may be expected in Canada sometime.

Here, also, the government looks through the fingers on Ruthenian teachers bringing up Russian children as future enemies of Canada. The school authorities do not put their attention to this, that Ruthenian teachers inspire in the children the love of utopia of Ruthenia—Ukraine. The children are taught revolutionary songs, to hate "Moskal"—the Russia—which they describe to the children as a scare-crow.

"The Russky Narod" receives letters from Russian farmers, in which they express their sorrow about the bad education of their children by Ruthenian teachers. We have, also, letters in which they write that those farmers who are under the shell of the Ruthenian teachers' propaganda, when they heard of German victories, refused to send their children to English schools, "because" as they say, the Germans will come and we will send them to the German schools."

We can show many facts of improper education of the children, harmful as well to the children as to Canada.

It was generally thought that when, in Manitoba, the Liberal party came into power, they would reform the old system supported by the Conservative government, but it is shown that the Liberal government intends to go by the trail of the Conservatives.

The Liberal government has appointed as a school official a man who, for eleven years, was an Austrian gendarme. That man is only in words a Canadian, and, by his feelings, he is Ruthenian-Austrian.

When Austria declared war on Serbia and, after that, Germany on Russia, France and England, the Austrian consul living at that time in Winnipeg issued a call to the

Austrian reservists to return to active service in the Austrian army. A similar call was issued also by the Ruthenian Bishop Budka to the Ruthenian priests under his jurisdiction that they should induce the Austrian reservists to return to Austria.

The call of the Austrian consul and Bishop Budka was printed in all Ruthenian newspapers in the west.

A public meeting was called in Winnipeg for the purpose of protesting against the action of Bishop Budka and the Ruthenian newspapers. The meeting was held in the Parochial school of the Russian Orthodox church. The chairman of the meeting was Mr. Nicholas Balan; and secretary, Mr. Joseph Dyma.

When I began to speak about the action of the Austrian Consul, Bishop Budka, and the Ruthenian newspapers, the former gendarme tried to interrupt my speech and demanded from the president to stop me. This caused a disturbance. The audience supported my side, and the man, of course, was forced to keep quiet.

At the end of the meeting, Rev. Poplavsky introduced a resolution expressing the loyalty to Great Britain and the Allies.

I added to the resolution of Rev. Poplavsky another resolution, with the protest against the action of the Ruthenian newspapers for printing the call of Austrian Consul and Bishop Budka. Before I had finished reading the resolution, from the audience there jumped upon the platform the former gendarme and another man, and began to wield their fists at me that I should not introduce such a resolution; but Rev. Poplavsky shielded me from the fists of the Austrians.

The resolution introduced by me was finally accepted unanimously.

The above facts show clearly that even if the gendarme is boasting of being a Canadian, he is, in fact an Austrian gendarme.

This Austrian gendarme was appointed a school officer by the present government of Manitoba.

Under the cover of the government this man will build in Canada the Ruthenian-Ukraine invented by politicians in Europe.

V. P. KLADYK.

Readers will do well to accept with reservation the reflections upon the Norris government with respect to its educational policy. It seems abundantly clear that the educational policy will be clear, comprehensive and radical. What, then, is in the appointment referred to, we do not know; but it is probably capable of full explanation. The letter, however, serves to make clear what should be well understood by every observing citizen, that the safety and solidity of the state lies in one system of schools and one language.