EDUCATIONAL PREPARATION FOR FOREIGN SERVICE

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Training for foreign service has in view not only foreign careers in the service of government and business, the diplomatic and consular service and foreign trade, but should prepare one to successfully accomplish any special or permanent mission abroad in the general fields of industrial, intellectual, social and religious effort. Students of foreign relations have seen the merely diplomatic character of foreign missions increasingly modified by the participation of nation after nation in the commerce of the world, and by the more practical interest of all international social and religious welfare work. This has led in some countries to a partial modification of the course of study considered essential in preparation for the diplomatic service and in others to the complete reorganization of the school system or to the establishment of entirely new study courses in order to meet the novel and changing aspects of diplomacy or to prepare adequately for the pursuit of foreign commerce. England and France, I presume, may be taken as examples of the former method, and Germany of the latter.

Since August, 1914, we have observed the increasing practice of the belligerent and neutral nations to appoint specialists in economics and finance to supplement foreign chiefs of missions and even to supplant them momentarily in the accomplishment of some work of particular importance. Practical men of affairs have assumed in recent months in the solution of international problems positions of prominence rather unusual for the Old World. I merely speak of this in passing as a sign of a somewhat novel condition only hastened by the war and for which all nations must prepare with the advent of peace. Training for foreign service is to assume a preponderant position in national preparedness. International reorganization or reconstruction demands the commercial diplomat and the diplomatic man of commerce.
FIRST CONFERENCE ON TRAINING FOR FOREIGN SERVICE.

December 31, 1915, there was held in Washington, a conference on training for foreign service, the first conference of the kind as far as I know ever held in the United States. A report of this conference has been prepared and published as Bulletin 1917, No. 37, of the Bureau of Education.* The conference was convoked by the Commissioner of Education and was addressed by the Chairman of the National Foreign Trade Council and the Director of the Consular Service.

Mr. Carr stated that the subjects for examination into the consular service are as follows: International, maritime and commercial law; political and commercial geography; arithmetic; modern languages (French, German or Spanish and in addition any others that the candidates desire to submit); natural, industrial, and commercial resources and commerce of the United States; political economy; American history, government and institutions; modern history (since 1850) of Europe, South America and the Far East. He stated that the applicant's "business experience and ability are considered upon his own statements and other information before the board of examiners." The subjects considered by Mr. Farrell as requisite in training for foreign trade include English, arithmetic and commercial law, subjects specified by Mr. Carr; he places emphasis on commerce rather than history in the study of the United States and foreign nations, and adds business-office routine, manufacturing, and ocean-borne transportation.

With the exception of international and maritime law and modern history of South America and the Far East, the subjects demanded in examination for the consular service are offered in the high schools of our larger cities. The high schools of most of these cities, particularly the commercial high school, offer the subjects suggested by Mr. Farrell with the exception of manufacturing and ocean transportation. We must, however, keep strictly in mind that the subjects mentioned by Mr. Farrell and Mr. Carr are rarely taught in the high school from the standpoint of foreign relations or foreign trade.

*Copies may be obtained at ten cents per copy from the Superintendent of Documents, Washington.
SPECIFIC CHARACTER OF TRAINING.

It is commonly believed that training for foreign trade differs but little, perhaps only in subject matter, from that for domestic trade. Mr. Farrell has himself stated in the above mentioned address that “the problem of training for foreign trade is inseparable, so far as concerns common school or secondary education, from that of training for domestic business.” I hesitate to differ with such an authority as Mr. Farrell but it seems to me, particularly at this time when no moment is to be lost in the vigorous prosecution of a program of educational preparation for foreign trade, that not only in the colleges and universities but in the secondary schools as well there must be kept constantly in mind an essential difference in the technique of foreign and domestic trade; and this is especially true in the personal attitude of student and instructor with respect to the end in view in the study of foreign relations courses on diplomacy and trade. I shall not emphasize that point further since it may be, I admit, merely the writer’s personal opinion. We all agree, however, that an adequate course in commercial education is fundamental as preparation for foreign service. This course should not only include the usual business training subjects, now to be taught with the view of foreign service, but all related academic subjects like language, history, mathematics and science should be presented from an international point of view. This point of view is an essential factor of success in foreign distribution of manufactured products. It is not only essential in production from the manufacturer’s standpoint but to the salesman and to all who are concerned with each successive step in transportation and in financing trade transactions. The margin of success in the foreign trade of any nation lies, it seems to me, in that nation’s patience in familiarizing itself with a foreign point of view, in its tolerance and catholicity. I marvel sometimes at what the future prosperity of our country through foreign trade will be when we, as a nation, have learned to make real catholicity, not apathy, the handmaid of our deservedly valued virtues of independence and initiative.

GENERAL STATEMENT CONCERNING COLLEGES AND UNIVERSITIES

In the report of the Commissioner of Education for 1917, 575 universities, colleges and technical schools are listed. Some of these schools are not really more advanced than the better secondary
schools, although they do afford greater opportunities for the study of languages and cultural subjects; others are of the junior college type, while a comparatively small number represent the standard higher institutions of learning.

There were 11,651 students enrolled in commercial studies in 1915-16 in 70 of these colleges that reported departments, schools, or courses in commerce to the Bureau of Education. At the end of that school year 789 degrees in commerce were conferred. These figures, however, represent by no means the number of men with either interest in or training for foreign service. As a matter of fact, most of the college men recruited for this service may be found in the department of arts and science and even in some of the engineering departments. In fact the commercial engineering course of a few of our advanced technical institutions is now preparing a type of man that is particularly valuable for service in the foreign field.

An examination of the courses of study for 1917 of these 575 higher institutions reveals the fact that with rare exception our colleges are not prepared as yet to train for foreign service. The courses in history, economics, and political science do not subdivide the subject matter sufficiently nor is it so presented as to equip the student with the essential body of knowledge or to create in him a desire to engage in some foreign career. The viewpoint is still local and provincial, and the results indicate too largely a concern with the traditional facts of history, the principles of economics, and the theories of government. This observation is not true, I admit, for some of our larger State or municipal universities or some five or six of our privately endowed universities, although there is ample opportunity here for improvement in the way of developing these three important university departments of study by such subdivision as will permit adequate treatment of the foreign relations of the leading governments of the world and the placing of proper emphasis upon the distribution in the foreign field of the nation's raw and finished products.

Our favorable balance of trade, the building of the Panama Canal, the enlightened propaganda of the National Foreign Trade Council, the establishment of the National Chamber of Commerce, with member organizations in several foreign countries, the constructive legislation of Congress leading to the enlargement of executive branches of the government and above all the present war, have led no doubt, to some effort on the part of the universities to meet
the demand for trained men and women to engage in foreign service by the introduction of courses of study largely on foreign trade. These courses were first given by business men actually engaged in the conduct of foreign trade. The success of this plan, together with the lack of business experience of the regular faculty members has led to the adoption of a permanent policy of cooperation of this nature in many universities for the teaching of their foreign trade courses. The necessity for this cooperation may be paralleled in the successful foreign trade instruction of some of the corporation schools, business training corporations, correspondence schools, mercantile associations, banking institutes, and of the Y. M. C. A.

I do not for a moment question the wisdom of instruction of this character. If we judge the results by the character of the business men engaged in lecturing or in the preparation of private study courses, or even by the student product, we shall readily admit that the means are justified. I can not but feel, however, that the measure is one of compromise and should not be looked upon as permanent. There has been unquestionably great gain. But this will be in time offset by the loss in educational value, to be met only by the proper assumption by the teaching faculty of the universities of the subjects of trade and commerce in a manner similar to the subjects of law, medicine, and engineering. I make no plea for special privilege of the full-time instructor. I do not believe as a general policy that even our larger universities will be able to give for some time adequate foreign service training without this extra-mural co-operation.

There is being prepared just now a body of men particularly subject to draft by the universities for part-time teaching service. I refer to the university men who have recently resigned their positions or been given leave of absence to enter upon foreign trade careers in the service of government or business firms. These men have the teaching habit—by no means a negligible virtue. They are able to present their subject in due relation to the many semi-related subjects into which the general subject of foreign trade subdivides itself; and possess above all that sense of proportion which insures unity of purpose and effort. When these virtues are now added to the practical knowledge and a sympathetic understanding of the subject gained by actual participation in the conduct of foreign trade, these men will become the ideal teachers of foreign trade and foreign relations. It is the lack of the latter experience that has lessened somewhat the value of foreign trade instruction in those institutions that
have not developed to any great degree the policy of cooperative teaching through business men. And it is for this reason that I have urged for some time our smaller institutions to encourage the modern language departments, particularly in the field of Spanish, to offer some simple study courses on the commerce of the country or countries where the spoken language is that taught by the language department. There has not been, perhaps, great gain and the policy of offering foreign trade courses in this manner can be only a temporary makeshift. I am, however, prepared to defend the courses on Latin America now offered by the department of Spanish, especially in some of our smaller institutions, as these courses are universally presented by men who have a sympathetic understanding of the people and have been led through this to learn enough about foreign trade policies and technique to make the subject intelligible to the students and to stimulate them to pursue the subject further or to undertake it as a career.

**The Role of Spanish.**

There is unquestionably for the moment an asset of real value in training for foreign trade in the marvelous increase of opportunity for the study of Spanish in our colleges and universities. In 1910 the study of this language in our high schools and colleges was negligible, less than one-half per cent of the students enrolled for its study. By 1915 there was an increase to two per cent. Statistics are not yet available for the school year of 1917-18. Three hundred and sixty colleges, however, of the above mentioned list of 575 are now offering Spanish. If the increased interest for Spanish in the summer schools of 1917 may be taken as an index to the number now enrolled in the regular college year, we can safely predicate an attendance in our larger institutions equal, or nearly equal, to its two principal rivals, French and German. We have in this language, however, a nucleus for the development of a foreign relations course relating to commerce, just as we have in international law for diplomacy. In passing, I may state that in this list of 575 institutions, only 168 offer a course on international law; 165 offer commercial or business law; and only 1 offers a separate or special course on maritime law. Specific courses on international or foreign relations are offered by 38 of these institutions; on foreign trade by 24; on foreign exchange or banking by 10; and only 4 present the subject of ocean transportation as a special subject.
It is to be regretted that the large number of institutions teaching Spanish does not indicate a corresponding interest of these universities for trade and commerce with the Spanish-speaking nations. The course in Spanish in many of the institutions is still undeveloped and presented solely from the standpoint of culture. And this is especially true of the languages of other commercial nations. Not only are these languages presented with a similar object in view, but with the exception of French and German—almost universally offered—there is only meagre opportunity for their study in our colleges. For example, only 13 institutions offer Portuguese; 13 Swedish; 15 Dano-Norwegian; 4 Chinese; 2 Dutch; 2 Japanese; and 10 Russian.

**The Teaching of Russian.**

From the list of 575 colleges to which reference has been made, I have made a select list of 512 institutions wherein one finds one or more subjects, including Spanish, that serve, or may be made to serve, as a basis for the establishment of a course of study, the object of which is to train for commerce, domestic and foreign. Surely in some of these institutions the necessity of teaching Russian from the commercial point of view has been seen! And of these, still more surely some possess the means and courage to introduce it and at once! And yet in these 10 institutions the courses in Russian are elective and are, with the possible exception of three, not offered from the spoken language viewpoint. Interesting to note, further, that of the 10 institutions, three are situated, one each, in Iowa, Kansas, and Nebraska—and one of these, a denominational school, where the subject is first offered this year to a class of seven students. This gain, however, is lost if paired with one of the largest and most progressive institutions in the South, with three courses offered this session, where I am informed officially that “queerly enough, not enough students registered for any one of the courses to justify giving any.” And two of the largest institutions in the United States, situated in great trade centers, report a combined enrollment of four students in Russian.

How different the story reads for England, and even Scotland! With the very beginning of this present war signs of preparation for a more intimate intercourse with Russia may be seen in the propaganda of their chambers of commerce and in the reports of their County Education Committees. This early zeal with wise direction has borne fruit, as will testify the following statement taken from the
memoranda adopted by the General Committee of the Modern Language Association and published in the English review, *Modern Language Teaching*, for June 1917: In November to December an inquiry was sent to (a) English universities; (b) to schools; and (c) to schools, colleges, and institutes under jurisdiction of education committees. Of the 12 universities reporting—including those usually mentioned—9 report the teaching of Russian with an attendance of 239; of the 41 schools—of the type of Eton, Rugby, Harrow—10 offer Russian with an enrollment of 172; and of the Education Committee Schools of 15 cities reporting—including 26 schools in London—all offer Russian with an attendance of 1,551—totaling 1,862 for England. Scotland likewise has felt this quickened demand and is sharing the general interest of the United Kingdom. Certain institutions like the commercial colleges of Glasgow, Dundee, Aberdeen, and continuation classes—all under inspection of the Scottish Education Department—report 566 students of Russian.

**Some Traditional Difficulties.**

It is the practice of the American colleges and universities to require for unconditioned entrance into the Freshman class certain units in history, science, language and mathematics. The customary articulation between preparatory school and college together with the usual grouping of college subjects, with or without the privilege of election, has failed to give opportunity in the college for the pursuit of many of the subjects suggested by Mr. Carr and Mr. Farrell save in the case of a small group of our larger universities that have been stimulated in recent years to offer on the elective basis one or more subjects in preparation for the consular service or for foreign trade.

Foreign service training courses have developed, however, within the departments of history, political science, and economics; and occasionally, through the travel interest of some member of the faculty, one or more pertinent courses are taught, particularly in the smaller institutions, in a department only remotely related, as for example modern languages, geology, anthropology, etc. Strictly speaking, all foreign relations courses should be offered, except those that relate narrowly to diplomacy or diplomatic customs, in the department of economics or in the school of commerce or business administration. Lacking until recently any unified and vigorous nation-wide propaganda for, or Federal or State patronage of, commercial education in the higher institutions, this subject has not yet
been systematically organized nor properly coordinated for treatment in a separate department or school. Many of the small institutions maintain a separate school of business with a course of study similar to that of the better private business schools, but do not attempt to relate the regular collegiate instruction in economics, etc., to this course of study. In consequence of this, there is only unrelated theory and inferior practice. At the other extreme, we have the gradually evolving school of commerce in the larger universities, with the unique Harvard Graduate School of Business Administration at the top.

**Some of the Essential Subjects.**

In view of the fact that the colleges and universities in the United States are yet far from being standardized as they are in the commercial nations of Europe, it will likely be some time before all of the States will have adequate educational facilities in their higher institutions for the study of foreign trade. There must, however, be brought to bear in the early future concerted and insistent pressure upon the executives of these institutions. As a nation we must be prepared to anticipate export needs by a larger opportunity for the study of adequate courses on foreign trade. Certain studies must be offered and all of these must be taught with some understanding of the problems of business and some sympathy for the higher aims of international commerce. The basis of election of these subjects must be made satisfactory to the students and ample opportunity given for the greatest possible contact of students with the actual processes of business through some mutually advantageous plan of co-operation between business and the educational institution. Among the leading subjects that should receive treatment in the college course are the following: Ample opportunity to acquire a conversational use of two or more modern commercial languages; accounting applied to export problems; the history and geography of commerce with special and separate treatment of the five main geographical divisions; commercial products; organization of home factory and office for export trade; export policies; foreign advertising and salesmanship; foreign commerce and commercial development and commercial policies; trade relations of the United States; international banking and foreign exchange; credits; trade mark and patent laws; foreign investments; foreign transportation systems; ocean transportation; port and terminal facilities; marine insurance; international, mercantile, and maritime law; industrial,
fiscal and customs legislation; comparative government; tropical hygiene.

Fully conscious of the criticism that may be invited I shall presume to offer for the purpose of discussion a four-year course of study in preparation for foreign trade and the consular and diplomatic service that can, with but slight modification and adjustment of the present college course, be offered in the typical American college. Many of these subjects are now offered in the larger institutions and even receive more advanced treatment than the course of study herewith submitted would seem to imply. The real difficulty lies, in my opinion, in the acceptance by our colleges of the subjects mentioned in the first year which are, however, worthy of college treatment and are fundamental and essential in any course of training for foreign trade. Until our cities have more generally established high schools of commerce, with natural articulation with the department of commerce of our higher institutions, it is absolutely necessary that the latter, in planning for an adequate course of instruction on foreign trade, substitute, on an elective basis, the customary first year group of studies with subjects similar to those mentioned in the following course of study:

A SUGGESTED FOUR-YEAR COLLEGE COURSE IN PREPARATION FOR FOREIGN SERVICE.*

First Year.

First Semester:
Advanced Business Arithmetic and Rapid Calculation.
Advanced Commercial Correspondence.
History of Commerce (Ethnographic and Historical Background).
First Modern Language.
Stenography and Typewriting, or Commercial Chemistry.

Second Semester:
Advanced Business Arithmetic and Rapid Calculation.
Trade Documents and Office Practice.
History of Commerce (Ethnographic and Historical Background).
First Modern Language.
Stenography and Typewriting, or Commercial Chemistry.

Second Year.

Principles of Accounting.
Salesmanship and Advertising.
History of Commerce, (Products, markets and trade movements).
First Modern Language.
Economic, Industrial and Political History of the United States.

Commercial Law.
Public Speaking and Publicity.
History of Commerce, (Products, markets and trade movements).
First Modern Language.
Economic, Industrial and Political History of the United States.
Third Year.

**Economics.** (Transportation, money and banking).
Representative Biographies of International Leaders and Publicists.
International Law, or Organization and Management of Factory and Home Office.
First Modern Language.
Second Modern Language.

**Civics.** (Social legislation and citizenship laws).
Representative Biographies of International Leaders and Publicists.
Maritime Law, or Foreign Trade Problems.
First Modern Language.
Second Modern Language.

Fourth Year.

Second Modern Language.
Third Modern Language.
Current Political History of Europe and Near East, or Foreign Trade with Europe and Near East.
Comparative Government or Foreign Investments.
American Diplomacy, Treaties and Foreign Policy, or Industrial and Customs Legislation.

Second Modern Language.
Third Modern Language.
Current Political History of Latin-America and Far East, or Foreign Trade with Latin-America and Far East.
Tropical Hygiene.
Diplomatic and Consular Practices, or Fiscal Legislation and Foreign Exchange.

*Wherever alternative subjects are given, it is intended that one should be pursued by the student of foreign trade and the other by the student of diplomatic or consular service.*

**Courses of Study at Specific Universities.**

The Harvard Graduate School of Business Administration offers a study group in foreign trade that includes the three following one-half courses: foreign trade methods, European trade, and Latin-American trade problems. Related courses in banking, management, marketing, and transportation will naturally give some treatment to the foreign aspects of trade. Special supplementary courses are offered in the departments of economics, history, and government. In the department of history, the Eastern question and the Far East are given to undergraduates as one-half courses in alternate years; four one-half courses are offered on Latin America, one dealing with the recent commercial history of these republics. In economics, there is a special course on international trade and tariff problems. In the departments of government and international law, there are no special subjects relat-

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1 The data herewith given is taken from the college catalogs of 1916-1917, most of which contain the announcements of new courses for the present college year of 1917-1918.
ing to such geographical divisions as Asia, Australasia, Africa, and Latin-America. International law offers two courses only for undergraduates: elements of international law; and American diplomacy, theories, and foreign policy. The latter subject is usually given in alternate years.

Chicago University has a special school of commerce and administration. There are four main divisions of study. The first or business division prepares for all business pursuits, including foreign trade. In the fourth year the following special subjects are offered: commercial organization—foreign trade; commerce of South America; commerce of Europe; commerce of the Orient. The departments of economics, history, political science, and geography, the latter in particular, offer supplementary courses. The economic and commercial resources of foreign countries receive regional treatment in this institution in the department of geography. Economics offers a course on foreign exchange in alternate years. Political science offers two courses in international law and diplomacy, one on elements of international law and one on diplomatic history of the United States. In history there are the following courses: history of Southeastern Europe and the history of South America.

The University of Illinois has a special course on foreign commerce in its recently established college of commerce and business administration. Only the following required courses, given in the third and fourth years, relate to foreign service: foreign commerce; organization of foreign commerce; international law; and American diplomacy. The university offers, however, in the department of economics, courses on foreign commerce and commercial politics, a graduate course on foreign commerce of the United States and a summer session course on theory and policies of international trade, in addition to the usual course or courses dealing with economic resources of the principal countries. History offers undergraduate courses, one each, on Latin America, the Far East, and the Near East, and special summer session courses on the foreign policy of Great Britain and the history of France since 1815.

Ohio State University offers a study group on domestic and foreign marketing in the third and fourth years of the college of commerce and journalism. The subjects that relate specifically to foreign trade are foreign exchange, international commercial policies, exporting and importing, and the geography and resources of South America. The department of history offers a course in American diplomacy and the history of Latin American republics. Political science offers problems in international politics and international law.

In the recently organized college of commerce of the University of California, courses covering five years have been outlined as preparation for the consular service. The current catalogue, with 1917-1918 announcements, offers in the department of economics, in addition to the usual courses on economic history, the geography and statistics of international trade, foreign exchange, economic geography of South America, commerce of the Orient. Oriental languages offers commerce and industry of Japan and the economic conditions of China. Political
science offers two undergraduate courses in international relations, one on Spanish America and one on the Far East, and the usual course in comparative government. History offers the following special undergraduate courses: history of Latin American institutions; history of Latin America. International law is offered in the department of jurisprudence.

New York University offers in the school of commerce, accounts, and finance: foreign exchange, accounting, export selling, foreign banking practices, foreign exchange, economic geography of Europe, comparative government, consular service of the United States, diplomatic protection of citizens abroad, international law developed by diplomacy, commercial law of Spanish America, export traffic and ocean shipping, European trade and industry and Latin American republics (history, geography, resources, commerce, banking, and transportation.)

The School of Business of Columbia University offers the following courses: foreign salesmanship, international banking, and foreign exchange, Latin America (the people, government, and resources; industry, transportation and commerce), international trade, ocean transportation, ports and terminal facilities, commerce in South America, commerce and commercial policy and Latin American commercial law. The following studies are offered in the international law group: history of diplomacy; history of American diplomacy; rights, duties, etc., of consular and diplomatic officers; international cooperation; treaties; nationality; extradition; and international law. In the history department the following special courses are offered: Australia and islands of the Pacific Ocean, modern Turkey and Egypt (modern Turkish is also taught at Columbia University), history of Central and South America. In addition to most of these subjects the Extension Teaching Department offers courses on the Eastern question, modern European and American diplomacy, history of Russia, history of the Balkan States, history and growth of international relations, political constitution of Mexico.

The Wharton School of Finance and Commerce of the University of Pennsylvania offers: business of American commerce; foreign trade methods; ocean transportation; banking (includes foreign exchange); monetary and banking problems; geography and industry of Europe, Far East, and South America; marine insurance; diplomatic and consular procedure and practices; international law; American diplomacy in Europe and the Orient; United States and Latin America; comparative government; and current international politics.

The School of Economics of the University of Pittsburgh offers: foreign exchange; resources and trade of South America; commercial history and policy; foreign trade relations; American diplomacy; international law.

Tulane University offers: foreign trade; international payments; marine insurance.

The College of Commerce of the University of Cincinnati offers: foreign trade; banking (includes foreign exchange).
SECONDARY AND SPECIAL SCHOOLS.

In 1913 there was, according to the statistics of the Federal Bureau of Education an enrollment of 330,539 students in the commercial course of public and private high schools and in the commercial or private business colleges of the United States; in 1914 this number had increased to 346,770; in 1915, to 409,597; and, in 1916, to 452,801. If these figures included the students of all schools that failed to register, as well as the students of the excellent Y. M. C. A. commercial course, of corporation schools, and of business training corporations, I am quite sure that the total would not be far from one million, less than one-quarter of whom perhaps are pursuing this course with other than the vocational aim of immediate service as stenographer, typist, clerk, etc. A study of local trade needs, of foreign trade opportunities, on the part of the secondary schools, with immediate readjustment and reorganization of the course of study to meet these needs, will help to create the man force necessary for the organization of the home office or factory of any industry engaged or about to engage in foreign trade, a factor of supreme importance. There is everywhere apparent the adoption of a policy of continuation work as a basis of cooperation between business and education. It is imperative, therefore, that the commercial course in our high schools be planned with some emphasis upon foreign trade in order that there be opportunity for the proper promotion of the foreign trade interest of our five hundred or more cities in excess of 10,000 population. Not that this need actually exists in all of these cities but in order to be prepared to stimulate as well as to meet the demand of business for foreign trade, in the pursuit of which we shall soon enter as a nation with a well-defined, rational, and consistent economic policy.

The necessity for adequate treatment in the public high schools of the simple processes of foreign trade becomes apparent with the realization that the private business college and the Y. M. C. A. have failed to meet—perhaps in this single case—a real demand in their respective communities for some special type of instruction. With the possible exception of one school in New York City, one in Philadelphia, and in the affiliated Y. M. C. A. of San Francisco, the many hundreds of schools of this great teaching institution offered in 1916-1917 no specific course in foreign trade beyond such passing and occasional treatment as the subject would receive in their classes in modern languages or on Latin America.
This lack is even more apparent with the private business schools. I have failed to find a single special course on foreign trade in the course of study of the better schools in Boston, Springfield, New York, Philadelphia, New Orleans, San Francisco, Cincinnati, St. Louis, Cleveland, or Detroit.

With the exception of the Boston High School of Commerce, which offers an elective foreign trade course, two periods per week in the third and fourth years, no specific course on foreign trade was offered in 1916-1917 in the high schools of Boston, Springfield, New York, Brooklyn, Philadelphia, Cleveland, St. Louis, New Orleans, or San Francisco.

The lack of interest in foreign trade in these three types of schools, the public high, the Y. M. C. A., and the private business college, in the larger cities of the United States can well be taken as a measure of our school interest and of the apathy of our business men and commercial organizations for training for foreign trade.

APPENDIX:

A Survey of the Status of Training for Foreign Trade.

In order to confirm a well-established inference, I requested the secretaries of the leading trade organizations of the largest cities in the United States, member organizations of the United States Chamber of Commerce, to furnish me, if possible, with the following information: 1, approximate number of mills or factories that manufacture for foreign markets; 2, nature and destination of the articles of export; 3, school opportunities for the study of domestic and foreign commerce. A questionnaire was sent to 408 cities. It is very gratifying to state that only 58 failed to furnish the information, and of this number only 16 belong to the list of major cities. I regret to state that it is impossible at this writing to publish in detail the information furnished, since it was stated to the secretaries of these organizations that the data with respect to particular cities would not now be published. The results of this questionnaire are given by states listed according to the five main divisions of the U. S. Bureau of Education. Paragraph (a)

1 It is assumed that reference to school opportunity refers to public schools. The number of cities reporting adequate opportunity for instruction in foreign trade is doubtless greatly exaggerated owing to the natural tendency to confuse training for foreign trade with training for domestic trade.
gives the names of the higher institutions in each state not previ­
ously mentioned which offer some opportunity for the study of
foreign trade; paragraph (b) contains the information furnished
by the secretaries of commercial organizations—lack of school
instruction refers only to the cities reporting.

2 All colleges are omitted from this list that do not offer, according
to their latest catalog, one or more specific courses relating to foreign
trade.

THE STORY BY STATES.

NORTH ATLANTIC DIVISION.

Percentage of total number public high school students in commer­
cial courses. Increase from 1910-11 to 1915-16: Maine, 16.7 to 25.0; New
Hampshire, 19.7 to 33.8; Vermont, 8.0 to 21.5; Massachusetts, 30.8 to 36.1;
Rhode Island, 25.8 to 34.2; Connecticut, 22.4 to 29.3; New York, 13.0 to
20.8; New Jersey, 23.0 to 30.6; Pennsylvania, 11.2 to 20.8.

Maine:
(a) Bowdoin College offers one one-half course in commerce and
commercial policy in alternate years. The University of Maine offers a
course two hours per week in American commerce—Spanish America
is treated in the first half year.
(b) Four cities out of seven reported 15 export manufacturing
plants; destination,* Asia, Europe, and Latin America; no city reported
adequate instruction in foreign trade in the schools.

New Hamp shire:
(a) Amos Tuck School of Administration and Finance of Dart­
mouth College offers courses on foreign commerce of the United
States, commerce of foreign countries, including Latin America, and
foreign exchange. New Hampshire College offers a half-year course,
three hours per week, in geography of commerce.
(b) Four cities reported 17 export manufacturing plants; no city with
adequate school instruction in foreign trade.

Verrn .ont:
(a) Middlebury College offers a course in transportation and trade
with treatment of ocean transportation and international trade.
(b) Four out of five cities reported 11 export manufacturing plants;
no city with adequate foreign trade instruction.

Massachusetts:
(a) Mention has been made, page 13, of the foreign trade in­
struction in Harvard University. Boston University has a course on
commercial development and one on foreign trade, each two hours per
week for one one-half year. Simoons College has a course on economic
conditions in South America.
(b) Thirteen out of twenty cities reported 339 export manufacturing plants—five unable to state number; only four of the eighteen cities reporting stated that there was some attention paid in the schools to training for foreign trade.

**Rhode Island:**

(a) Brown University offers courses on international trade.
(b) Three out of four cities reported 1202 export manufacturing plants; two reported no school instruction in foreign trade.

**Connecticut:**

(a) Wesleyan University offers courses in international trade. Yale University offers courses on commercial and banking relations of the United States.
(b) Nine out of thirteen cities report 152 export manufacturing plants—two unable to furnish number; five cities report adequate instruction in foreign trade.

**New York:**

(a) Mention has been made, page 15, of the foreign trade instruction in Columbia University and New York University. The College of the City of New York has courses on foreign trade, foreign exchange, and South American markets. Attention is also paid to the subject of foreign trade at Syracuse University.
(b) Twenty-one cities out of thirty-two reported 370 export manufacturing plants—two cities unable to give the exact number. New York City and Brooklyn are among the cities not reporting; twenty-one of the twenty-three cities reporting stated that there was no educational opportunity for the study of foreign trade in the schools of these cities—one stated that there was as much instruction as the demand warranted.

**New Jersey:**

(b) Nine out of the eleven cities reported 104 export manufacturing plants—three of this number of cities, including Jersey City and Trenton, unable to state the number of factories; only one of the cities reported that there was adequate school opportunity for instruction in foreign trade.

**Pennsylvania:**

(a) Mention has been made, page 15, of the foreign trade instruction in the University of Pennsylvania and the University of Pittsburgh. Bucknell University and Lafayette College have a brief course on transportation and commerce with some emphasis upon foreign trade and foreign exchange. Duquesne University of Pittsburgh has a course on Latin American commerce. Pennsylvania State College has courses on foreign exchange, and trade and resources of the United States and South America. The commercial engineering course of Carnegie Institute of Technology includes export trade and foreign banking and transportation. Temple University has courses on foreign exchange,
and trade and transportation. Lehigh University offers courses on the commercial relations of the United States with Latin America and with the Eastern Hemisphere.

(b) Seventeen cities out of twenty-five reported 568 export manufacturing plants—five unable to give number; only three cities reported school instruction in foreign trade.

**NORTH CENTRAL DIVISION.**

Percentage of total number of public high school students in commercial courses. Increase from 1910-11 to 1915-16: Ohio, 8.0 to 14.8; Indiana, 4.6 to 8.4; Illinois, 9.0 to 17.7; Michigan, 13.5 to 13.8; Wisconsin, 12.2 to 18.0; Minnesota, 11.3 to 15.3; Iowa, 5.8 to 9.9; Missouri, 8.8 to 10.4; North Dakota, 8.4 to 10.2; South Dakota, 4.4 to 8.9; Nebraska, 4.1 to 8.9; Kansas, 8.1 to 9.6.

**Ohio:**

(a) The course in foreign trade of Ohio State University and of the University of Cincinnati has been mentioned on pages 14-15. Miami University offers a course on the consular service and places special emphasis upon commercial relations between the United States and Latin America. Ohio Northern University has a course on Latin American trade. Toledo University has courses on traffic geography and movements, and foreign exchange.

(b) Nineteen out of twenty-six cities reported 877 export manufacturing plants—three unable to give number; only three cities reported school instruction in foreign trade.

**Indiana:**

(a) Notre Dame University has a course on foreign commerce.

(b) Twenty-seven out of thirty-four cities reported 1,312 export manufacturing plants (1,200 of which are in Indianapolis)—three cities unable to give number; only five cities reported satisfactory school instruction in foreign trade.

**The Department of Economics and Sociology has a new course dealing with foreign trade. Indiana University News-Letter, February, 1918.**

**Illinois:**

(a) Mention has been made on page 14, of foreign trade instruction in the University of Chicago and the University of Illinois. Northwestern University offers several courses on foreign trade. James Millikin University offers one course in foreign commerce.

(b) Seventeen out of twenty-four cities reported 875 export manufacturing plants (800 in Chicago)—six cities unable to give number; five cities report school instruction in foreign trade and one city reports enough to meet local needs.

**Michigan:**

(a) The University of Michigan offers methods of foreign trade and a special course in commercial geography for foreign service.
Kalamazoo College offers a course in foreign trade. The University of Detroit offers courses on foreign commerce and foreign exchange.

(b) Thirteen out of seventeen cities reported 246 export manufacturing plants—three cities unable to give number; only two cities report school instruction in foreign trade.

Wisconsin:
(a) Marquette University offers courses in foreign trade, foreign exchange, and South American markets. The University of Wisconsin offers courses on international commercial policies, money markets, and American foreign service.
(b) Nine out of eleven cities reported 340 export manufacturing plants; one city reported satisfactory instruction in foreign trade.

Minnesota:
(a) Carleton College offers courses on foreign banking and commerce. The University of Minnesota offers commercial policies and economic geography of foreign countries.
(b) No large manufacturing cities reported.

Iowa:
(a) Drake University offers courses on foreign exchange and South American markets. The University of Iowa offers courses on foreign commerce of the United States, business methods in foreign trade, and foreign exchange.
(b) Eleven out of twelve cities reported 50 export manufacturing plants; three cities reported instruction in foreign trade.

Missouri:
(a) The University of Missouri offers courses on foreign exchange and trade. St. Louis University offers courses on international trade and foreign exchange. Washington University, in addition to the usual courses on economic geography, offers commercial development and markets of foreign countries.
(b) Five out of seven cities reported 1 export manufacturing plant (St. Louis not included). The export statistics of this State unsatisfactory. Four of the five cities reporting state that the foreign trade instruction in the schools is satisfactory.

North Dakota:
(b) All five cities reported no export manufacturing plants and no instruction in foreign trade.

South Dakota:
(a) The University of South Dakota offers one course in business barometers.
(b) Three out of four cities reported no export manufacturing plants and no instruction in foreign trade.

Nebraska:
(a) The University of Nebraska in its school of commerce endeavors to stimulate an interest in consular service and foreign trade; foreign
exchange and foreign commerce are offered. Several of the smaller institutions in this State offer college courses on the history and geography of commerce.

(b) All three cities reported 17 export manufacturing plants; one city reported instruction in foreign trade.

Kansas:

(b) Seven cities reported nineteen export manufacturing plants; no city reported instruction in foreign trade.

SOUTH ATLANTIC DIVISION.

Percentage of total number of public high school students in commercial courses. Increase from 1910-11 to 1915-16: Delaware, 1.8 to 17.5; Maryland, 14.2 to 17.6; Virginia, 4.9 to 10.0; West Virginia, 7.4 to 10.0; North Carolina, 1.0 to 4.1; South Carolina, 1.7 to 3.9; Georgia, 6.9 to 7.9; Florida, 2.3 to 5.3.

Delaware:

(b) The City of Wilmington reported only destination of its export products; failed to report the number of export manufacturing plants and the status of school instruction for foreign trade.

Maryland:

(b) Two cities reported—Baltimore unable to give number of export manufacturing plants; neither city reported satisfactory school instruction in foreign trade.

Virginia:

(a) The University of Virginia offers a course on economic geography of Latin America. Washington and Lee University has a course on foreign trade.

(b) Four out of six cities reported no export manufacturing plants; one city reported several plants, but unable to state number; five cities reported inadequate facilities for school instruction in foreign trade.

West Virginia:

(a) The University of West Virginia offers courses on foreign exchange, international trade policies, and materials of commerce.

(b) Three out of six cities reported 29 export manufacturing plants; two of these reported school instruction in foreign trade.

North Carolina:

(b) Seven cities reported twenty export manufacturing plants; no city reported educational opportunities for instruction in foreign trade.

South Carolina:

(b) Five out of six cities reported; three cities reported eleven export manufacturing plants and one unable to state number. One city reported school opportunity for foreign trade instruction.
Georgia:
(a) University of Georgia offers courses in foreign trade organization and methods, and foreign trade of the United States; Georgia School of Technology offers courses on foreign trade and exchange, and Latin American resources and markets.
(b) Four out of six cities reported 16 export manufacturing plants; no city reported opportunity for instruction in foreign trade.

Florida:
(b) One city reported no export manufacturing plants and no school opportunity for instruction in foreign trade.

SOUTHERN DIVISION.

Percentage of total number of public high school students in commercial courses. Increase from 1910-11 to 1915-16: Kentucky, 5.4 to 9.3; Tennessee, 4.1 to 9.0; Alabama, 2.0 to 4.8; Mississippi, 2.1 to 5.1; Louisiana, 8.8 to 12.4; Texas, 1.9 to 5.3; Arkansas 1.3 to 2.9; Oklahoma 6.6 to 8.5.

Kentucky:
(b) Three cities reported 17 export manufacturing plants; one city reported opportunity for school instruction in foreign trade.

Tennessee:
(b) Five cities reported 77 export manufacturing plants; one city reported opportunity for school instruction in foreign trade.

Alabama:
(b) Four out of six cities reported 20 export manufacturing plants—Birmingham not reporting; no city reported opportunity for school instruction in foreign trade.

Mississippi:
(b) One city reported no export manufacturing plants and no opportunity for school instruction in foreign trade.

Louisiana:
(a) The course of instruction in foreign trade at Tulane University has been mentioned on page 15.
(b) Three cities reported 169 export manufacturing plants; no city reported opportunity for school instruction in foreign trade.

Texas:
(a) The University of Texas offers courses on foreign trade and foreign exchange.
(b) Ten out of thirteen cities reported 38 export manufacturing plants; three cities unable to state number; four cities reported opportunity for school instruction in foreign trade.
Arkansas:
(b) Three out of four cities reported three export manufacturing plants; no city reported adequate opportunity for school instruction in foreign trade.

Oklahoma:
(a) A course in foreign trade is offered at the Western University of Oklahoma and at the Oklahoma Agricultural and Mechanical College.
(b) Three out of four cities reported 5 export manufacturing plants and no opportunity for school instruction in foreign trade.

WESTERN DIVISION.

Percentage of total number of public high school students in commercial courses. Increase from 1910-11 to 1915-16: Montana 13.7 to 19.6; Wyoming, 22.2 to 19.9; Colorado, 8.9 to 13.8; New Mexico, 2.0 to 8.1; Arizona 18.4 to 25.9; Utah, 10.1 to 20.5; Nevada, 9.7 to 17.2; Idaho, 10.1 to 13.7; Washington, 11.1 to 16.6; Oregon, 10.2 to 15.0; California, 16.1 to 18.9.

Montana:
(a) The University of Montana offers courses in commerce and commercial policy, and in foreign exchange.
(b) Six out of seven cities reported 8 export manufacturing plants; one city reported opportunity for school instruction in foreign trade.

Wyoming:
(b) Two cities reported no export manufacturing plants; one city reported opportunity for school instruction in foreign trade.

Colorado:
(a) The University of Colorado offers a course on consular and diplomatic service. Colorado College offers courses on commercial development, foreign commerce, ocean transportation and foreign banking practice. The University of Denver offers a course in foreign trade.
(b) Nine cities reported 8 export manufacturing plants; two of these cities reported opportunity for school instruction in foreign trade.

New Mexico:
(a) The University of New Mexico offers a course on Latin American commerce.
(b) Two out of three cities reported no export manufacturing plants; one of these cities reported opportunity for school instruction in foreign trade.

Arizona:
(a) The University of Arizona offers courses on trade resources and policies and on Latin American commerce.
(b) Three cities reported no export manufacturing plants and no opportunity for school instruction in foreign trade.
Utah:
(a) The University of Utah offers courses on Latin American trade and American Asiatic relations.
(b) No report from this State.

Nevada:
(a) The University of Nevada offers a course on international trade.
(b) One city reported no export manufacturing plants and no school instruction in foreign trade.

Idaho:
(b) Three out of four cities reported no export manufacturing plants and no opportunity for school instruction in foreign trade.

Washington:
(a) The University of Washington offers courses on foreign trade and ocean transportation; foreign exchange and credits; tariff systems; and commercial policies. The State College of Washington offers courses on international exchange and technique of foreign trade, marine insurance, and the Far East.
(b) Five out of eight cities reported 310 export manufacturing plants—three cities unable to state number; four cities reported opportunity for school instruction in foreign trade.

Oregon:
(a) The University of Oregon offers courses on foreign commerce, practical exporting and foreign exchange.
(b) Five cities reported 59 export manufacturing plants—1 unable to state number; two cities reported opportunity for school instruction in foreign trade.

California:
(a) Reference has been made, page 14, to the foreign trade instruction at the University of California. The University of Southern California offers courses on trade relations with Latin America and the Far East. The Leland Stanford Junior University offers courses on foreign exchange, ocean transportation and trade relations with Latin America and the Far East.
(b) Seven out of thirteen cities reported 150 export manufacturing plants—6 unable to state number; four cities reported opportunity for school instruction in foreign trade.

**TOTALS**

North Atlantic Division:
84 cities reported 2778 plants that manufacture for export; 17 cities unable to state number of plants; 15 cities reported adequate school instruction for foreign trade.
North Central Division:
120 cities reported 3737 export manufacturing plants; 15 cities unable to state number; 25 cities reported adequate school instruction for foreign trade.

South Atlantic Division:
25 cities reported 76 export manufacturing plants; 4 cities unable to state number; 8 cities reported adequate instruction for foreign trade.

South Central Division:
32 cities reported 329 export manufacturing plants; 3 cities unable to state number; 6 cities reported adequate instruction for foreign trade.

Western Division:
43 cities reported 535 export manufacturing plants; 10 cities unable to state number; 15 cities reported adequate instruction for foreign trade.

For the United States:
304 cities reported 7455 export manufacturing plants; 49 cities unable to give number; 69 cities reported adequate instruction for foreign trade.
Dr. Henry P. Judson,
University of Chicago,
Chicago, Ill.

My dear Doctor Judson:

Among the many capable men who aided us in the trying work of the Emergency Fleet Corporation, Dr. L. C. Marshall stands out conspicuously in the character of the services which he rendered. He showed excellent organizing ability, and re-arranged in very quick fashion an in-coherent aggregation of varied activities into a splendidly effective organization, which we called the Division of Industrial Relations. He showed tact in handling difficult situations, and displayed a remarkable business judgment and aptitude in negotiations. He was highly esteemed by every one of us, and I accepted his resignation with the greatest reluctance.

As you were kind enough to assign him to this work at our request, I want to take this occasion, on behalf of the Board of Trustees and my colleagues of the Emergency Fleet Corporation, to thank you for your co-operation. Doctor Marshall is returning broader in experience by a year of intimate contact with intensely active affairs, and richer in that philosophy which is the product of close personal touch with the essentially human problems.

Yours very truly,

[Signature]

DIRECTOR GENERAL
UNITED STATES SHIPPING BOARD

EMERGENCY FLEET CORPORATION

WASHINGTON

March 7th, 1918

Sir: In regular accordance with the terms of Reference of Department No. 732, dated 25th December, 1917, I desire to report the progress made in the work of the American Bureau of Explosives to date.

The Bureau of Explosives has been established to provide a central administrative and technical agency for the coordination and control of the manufacturing of explosives, and to assist the War Department, the Navy Department, and the American Expeditionary Forces in the preparation of the program for the manufacture of explosives.

The Bureau of Explosives is now in operation and is undertaking the following activities:

1. Preparation of specifications for the manufacture of explosives.
2. Issuance of contracts for the manufacture of explosives.
3. Certification of manufacturers of explosives.
4. Coordination of the activities of the various agencies involved in the manufacture of explosives.

I am confident that the Bureau of Explosives will be able to meet the requirements of the War Department, the Navy Department, and the American Expeditionary Forces in the manufacture of explosives.

I am, sir, your obedient servant,

[Signature]

DIRECTOR OF EXPLOSIONS

CR/ES
Dr. Henry F. Judson,
University of Chicago,
Chicago, Ill.

My dear Doctor Judson:

My dear Mr. Fies:

among the many capable men who aided us in the trying work

Thank you very much for your kind

of the Emergency Fleet Corporation, Mr. L. C. Marshall stands out

note of the 18th inst. relating to Professor L. C.

disconcertingly in the character of the services which he rendered. He

Marshall. The University was gratified to render

showed excellent organizing ability, and re-arranged in very quick

any service to the Government, and your commendation

in-coherent aggregation of varied activities into a splendid-

of Mr. Marshall's service is certainly very pleasing.

by effective organization, which we called the division of Industrial

I know of his fidelity and his capacity, and know also

relations, he showed tact in handling difficult situations, and dis-

that he cheerfully gave his time and his work for the

played a remarkable business judgment and aptitude in negotiations.

good cause. I am sure that he benefited also by his

he was highly esteemed by every one of us, and I accepted his resign-

in his health and greatest vitality.

Congratulating you on the great service rendered

you were kind enough to assign him to this work at our

by the Emergency Fleet Corporation, I am.

Very truly yours,

Doctor Marshall is returning broader in

M. R. D. the second year of intimate contact with intensely active affairs,

Director General, Charles Fies
United States Shipping Board
Emergency Fleet Corporation
Washington, D. C.

Yours very truly,

DIRECTOR GENERAL
UNITED STATES SHIPING BOARD
EMERGENCY FREIGHT CORPORATION
WASHINGTON
March 30, 1919

Mr. George W. Piez:

Thank you very much for your kind note of the help inter-relations to Professor L.C. Metropolitan. The University was extremely to render any service to the Government and your communication.

ever receive your letter as its contents read and what you said. I imagine the situation in which the time and your work for the good cause. I assume that no benefit is to pass.

contact with further details.

Enclosed is your request for the eight service connected with the Emergency Freight Corporation. I do.

Very truly yours,

[Signature]

[Name]
OFFICES; SUITE 1800 NORTH AMERICAN BUILDING
36 SOUTH STATE STREET
TELEPHONE MAJESTIC 7064

CHICAGO, January 7, 1918

Dr. Harry Pratt Judson

Chicago,

Dear Sir:-

A little over a year ago you were kind enough to permit me to use your name as a member of a Committee to find employment for men past 45 years of age. This work was later on taken over by the Employers' Association of Chicago, and the results from the time we started up to date have been surprisingly successful. We have placed in the past year over 10,000 men over 45 years of age, in employment which has rendered them at least self-supporting, and each week the Employers' Association is placing on an average 500 men, and over 90% of the men sent out are hired.

This work developed into another phase, that of finding employment for handicapped people. This also has been very successful, and this Committee has placed between 600 and 700 crippled people at work in employment which makes them self-supporting. This work is now being carried on by the Committee.

In order to increase the man power of the country, and at the same time give work to every one physically and mentally able to work, who desires employment, the Committee has been making an investigation along a new line. The Committee
EMPOYMENT COMMITTEE FOR THE HANDICAPPED

CHICAGO, ILLINOIS, V. 1919

DEAR SIR:

A little over a year ago you wrote us kind enough to permit us to meet your name as a member of a committee to find employment for men deaf and blind. The work we have been doing at the American Association of Crippled and the Committee of Employes Association of China, and the results from the time we started up to date have been

This work developed into another phase. Faced with finding employment for industrious people, the committee has found that if we could find work for these people at employment with pay ranging from $30 to $60 a week in the employ of the Committee, the work is now paying off in average $50 and over 50 of the men sent out are still

The work is now paying no less

In order to increase the power of the committee and at the same time give work to many more people in an industrial way, the committee has been investigating and making known the

The Committee
now has applications from 400 young colored women between the ages of 16 and 25. All of these women are physically fit, and most of them have had a grammar school education. Some are graduates of Southern universities. They find difficulty, however, in securing employment by reason of race. They are willing to accept positions in light manufacturing, clerical or office work. I do not believe we will have any difficulty in securing employment for these young women. Some of them have brothers, others have husbands, now in the service. I believe there are at least 5,000 of these young women in Chicago, all of whom could be placed in useful occupations.

I am writing to ask whether I may have the privilege of using your name as a member of the Committee for this work. I am refraining from giving any publicity to the movement, and will only do so in the event that it may become necessary.

I am financing this movement entirely out of my own funds, and will not call upon you for any money.

Trusting I may have the privilege of using your name, and awaiting your kind reply, I remain

Very truly yours,

Benjamin J. Rosenthal
now the application from 400 young colored women
between the ages of 18 and 25. All of these women
are practically ill and need of some place to
receive some education. They also desire to earn
something material. Assistant office work. I do not
have any difficulty in securing employment, but I will
have none at least $000 of
lease young women in Chicago, $000 of whom amount to
please to resent occupation.
I am willing to work wonder if you have
the privilege of naming your name as a member of the
 Committe to this work. I am willing to give
my name and reputation to the movement and will only
go as to the extent that I may become necessary.

I am important this movement can
Trust me and name the privilege to make
your name and sending your kind regards, I remain
very truly yours,

[Signature]
Dear Mr. Rosenthal,

Pratt Judson

Chic o. January 8, 1918

Your favor of the 7th inst. is received. The plan you propose is I think a very good one, and I shall be glad to be of any service in the matter. I shall be happy to have your name as a member of the Committee to find employment for men past 45 years of age. This work we have taken over by the Employers' Association of Chicago, and the results from the time we started up to date have been surprisingly successful. We have placed in the past year over 10,000 men over 45 years of age, in employment which has rendered them at least self-supporting, and each week the Employers' Association is placing on an average 500 men, and over 90% of the men sent out are hired.

This work developed into another phase, that of finding employment for handicapped people. This also has been very successful, and this Committee has placed between 600 and 700 crippled in employment which makes them self-supporting. This work is not being carried on by the Committee.

In order to increase the man power of the country, and at the same time give work to every one physically and mentally able to work, who desires employment, the Committee has been making an investigation along a new line. The Committee

Louis M. Stumer
Frederic W. Upham
Charles H. Wacker
Towne E. Webster
Charles H. Weeghman
Frank O. Wetmore
John E. Wilder
Thomas E. Wilson
William Wrigley Jr.
Dear Mr. Roosevelt:

I am writing to request your assistance in a matter of great importance to me. I have been unable to secure employment in recent months and am in dire need of financial support. I was employed previously in the engineering department of a large corporation, but due to economic difficulties, I was laid off.

I am a skilled engineer with over ten years of experience in the field. I am eager to contribute my knowledge and skills to a new position and am willing to relocate if necessary. I am willing to accept a position at a lower salary than my previous one, as I am willing to do whatever it takes to support my family.

I have enclosed my resume and references for your review. I am available for an interview at your earliest convenience.

Thank you for considering my application.

Sincerely,
[Signature]

Mr. Roosevelt

Department of Employment
San Francisco, California
President H. P. Judson,

The University of Chicago.

My dear President Judson:

I beg to express my appreciation of your kindness in permitting me to see the enclosed correspondence, which indicates that the matter in question is meeting with appreciative consideration.

Very truly yours,

[Signature]
Dr. Harry Pratt Judson, Pres.,
The University of Chicago,
Chicago, Ill.

Dear Sir:—

Subject: Design of new Shrapnel Shell.

1. Referring to your letter of February 12, 1918 (EA 400.111/37), I am directed by the Chief of Ordnance to request that you submit this information to the Engineering Bureau, Artillery Ammunition Section for their consideration.

2. You may be assured that any information which you may submit for any of the members of your faculty, will have careful consideration.

Respectfully,

W. C. Coryell

Major, Ordnance R. C.
ENGINEERING BUREAU

WAR DEPARTMENT

DEFENSE DIVISION

OFFICE OF THE CHIEF OF ORDNANCE

1740 F STREET, NW

WASHINGTON, D.C.

November 28, 1918

To:

Mr. W. E. Gwinn

HQ'S.

Subject: Date of new appointment as

I return your letter of November 15th, 1918,

and his appointment as Chief of Ordnance to be

hereby effective upon my reinstatement to the permanent

active commissioned officer for their consideration.

You may be pleased to know that I have already

filed certificate of reappointment.

Respectfully,

W. E. Gwinn

W. E. Gwinn

War Department
Chicago, February 25, 1916

In Reference to No. BA400,111

Dear Sir:

In answer to your favor of the 20th inst.

I beg to say that the material in question has been sent to the Engineering Bureau, Ordnance Department, Washington, D. C. I have no doubt that it will reach the Artillery Ammunition Section, as requested.

Thanking you for your courtesy, I am,

Very truly yours,

President

H.P.J. - L.

Major W. C. Coryell, Ordnance R. C. Engineering Bureau, War Department
Washington, D. C.
In reference to No. 198, 4th February, 1914.

Dear Sir:

In answer to your letter of the 20th instant.

I am to say that the matter in question was never returned to the Engineering Control Board, No. 1. I have no doubt that it will reach the Artillery Command Section on receipt.

Thanking you for your communication, I am,

Very truly yours,

[Signature]

[Date]

[Address]
Mr. Harry Pratt Judson, Pres.,
The University of Chicago,
Chicago, Ill.

Dear Sir:

Your letter of February 12th, addressed to Colonel Samuel McRoberts, has been received. Inasmuch as this plan for a new shrapnel device designed by one of your leading science professors is in the nature of an invention, it is necessary for it to be handled through the Engineering Bureau, Ordnance Department, Washington, D. C., and I am referring your letter to them.

Yours very truly,

SAMUEL McROBERTS
Colonel, Ordnance N.A.

By

Secretary to Col. McRoberts
Your letter of February 16th has been received.

Colonel Samuel H. Roberson has been designated as the newly appointed Section Head of the Procurement Division. He has been selected for this position because of his background in the procurement field and his demonstrated ability to handle large-scale procurement programs.

I am interested in your opinion of this move and I ask that you continue to forward your comments to me.

Yours very truly,

Samuel Roberson
Colonel, Ordnance N.A.

In reply refer to No. 50.

Mr. Harry K. Foblon, Jr.
The University of Chicago
Chicago, Ill.

Dear Sir:

The undersigned, acting in the capacity of Assistant Division Controller, Procurement Division, Office of the Chief of Ordnance, 8th Street and N.W., Washington, D.C. will refer your letter to the Secretary of Ordnance in order that a reply may be transmitted to you.

Mr. Foblon,

Procurement Division

[Signature]
Chicago, February 18, 1918

Dear Colonel McRoberts:

Your favor of the 15th inst. is received. I note that you have referred my letter to the Engineering Bureau of the Ordnance Department, and will communicate with them.

Very truly yours,

H.F.J. - L.

Colonel Samuel McRoberts, Ordnance M.A.
Sixth and B Streets N.W.
Washington, D. C.
Office of the Secretary

December 18, 1976

Dear Colonel McAdoo:

Your letter of the 18th instant is received. I note that you have referred my letter to the Engineering Section of the Operations Department and will communicate with them.

Very truly yours,

[Signature]

Colonel James McAdoo
Office of the Secretary

December 18, 1976

Mr. Smith

Department C

Washington, D.C.
Chicago, February 19, 1918

Engineering Bureau
Ordnance Department
Washington, D.C.

Dear Sirs:

The letter which I recently wrote to Colonel Samuel McRoberts he advises me was referred to you. The letter in question will explain the matter in hand. It is a proposed new form of shrapnel devised by Professor T. C. Chamberlin, one of our leading scientific men. Herewith I am sending his plan and sketch for a model.

Very truly yours,

H.P.J. – L.

President
The letter which you recently wrote to Colonel...

Dear Sir:

The letter which I recently wrote to you...

I am pleased to hear that you are interested in the project.

If you have any questions or need further information, please do not hesitate to contact me.

Yours sincerely,

[Signature]
Chicago, February 5, 1918

My dear General Carter:

One of the leading members of our scientific departments has a device for a new shrapnel shell which he thinks will be particularly effective. Of course I am not prepared to pass myself on the value of his plan, but should like to have it considered by the proper authority. May I ask you kindly to inform me as to the proper disposition of it? Should I send it directly to you?

Very truly yours,

H.P.J. - I.

Major General William H. Carter
Federal Bldg., Chicago
My dear General Gardner:

One of the teaching members of this science faculty group was a candidate for a new

appointment. I am pretty sure I will be able to make the appointment effective. Of course, I am not prepared to bring

news of the name of the plan, but would like to have you

inform me in your capacity as the proper authority. May I see you

kindly to inform me as to the proper disposition of it?

Yours very truly,


[Signature]

Rector General Millen H. Gardner
Rector High" Chicago
February 6, 1918.

Mr. Harry Pratt Judson,
President University of Chicago,
University of Chicago,
Chicago, Illinois.

My dear President Judson:

The ordinary method pursued in getting
inventions before the Ordnance Department is to write to the
Chief of Ordnance. As that bureau is now spread all over Wash-
ington, I don't know who handles such mail. My advice would be
for you to send a description of the proposed invention to Colonel
McRoberts, who you probably know has been appointed at the head
of the supply division of the Ordnance Department. When I first
met him, I think he represented Armour & Company here, at all
events he was taken from Chicago to go to New York with the Nation-
al City Bank. Doubtless your name behind that of the inventor of
the shrapnel would receive immediate attention.

Very sincerely yours,

[Signature]
W. W. DEPARTMENT
HEADQUARTERS CENTRAL DEPARTMENT
CHICAGO

Regiment 6 1918

To: Mr. John Hage Tenno
President University of Chicago
University of Chicago
Chicago, Illinois

Sirs,

I have the honor to submit for the consideration of the Command Department to write on the subject of Chicago University and the newly established Institute of Advanced Education. I am informed that the Institute is being established to give advanced instruction to graduate students.

I have the honor to enclose a letter from the President of Chicago University expressing his approval of the proposed Institute.

Very truly yours,

(Signed)

[Signature]
Chicago, February 6, 1918

Dear General Carter:

Yours of the 6th inst. is received.

In accordance with your suggestion I shall write to Colonel McRoberts. Thanking you for the suggestion, I am,

Very truly yours,

H.J. - L.

Major General William H. Carter
Federal Bldg., Chicago
Office ofapparent 6, 1928

Deer General Carter:

Knowing of the gap that exists in my schedule,

In accordance with your suggestion I apply with pleasure to

Colored Reporter.

Thanking you for the suggestion, I am,

Very truly yours,

[Signature]

W.H. B. [Interpretation]
Mr. Wallace Heckman  
134 S. La Salle St.  
Chicago, Illinois  

My dear Mr. Heckman:

Certain questions have arisen which are occasioning some embarrassment to the members of our staff of whom inquiries are from time to time made, and as a result of the situation an informal committee meeting was held in my office last night at which were present Dean Dodson, Professor Coulter, Dean Gale, Dean Marshall, Professor Robertson, Dean Salisbury, Professor Stieglitz, and myself. The action which I am about to report was adopted at that time and has only such significance as attaches to the judgment of the individuals concerned. We do not represent any official University body.

It was the sense of this conference that you be asked as representing the Board of Trustees and consequently the University in its technical official aspect to write General Barry in charge of the army department whose headquarters are in Chicago the following question:

Is it the desire of the Government to be informed by the Universities regarding special expert capacities of (1) men neither enlisted nor drafted, (2) men already enlisted as officers or privates of the line, and (3) men drafted and subject to call? If so, to whom should such information be communicated, to the Federal District Exemption Board, to some bureau in Washington, or to some other authorities?

It would be understood that the type of person involved in such inquiries would be of the order of our Ph.D. men, who are in a genuine sense experts available for various branches of specialized service.
Many of us feel that the University should not put itself in the position of seeming to urge any type of favoritism for our own students and instructors; on the other hand many of us feel that we should not be dealing properly by the Government in its alleged desire to use each man where he can be of most service should we allow men who might be willing to serve in specialized scientific capacities to be used for general military purposes simply because the attention of the proper officials was not directed to the special qualifications of the individuals concerned.

Should you think well of the request thus submitted to you, may I ask that on receiving a reply from General Barry you be kind enough to convey the information so secured to the persons whose names I have mentioned above. None of us is at present in a position to secure accurate information regarding the points mentioned. We are therefore unable to reply intelligently to questions frequently raised and there is at least some danger that through failure to secure any general understanding the University may be unintentionally compromised by the well-intentioned but inappropriate action of individual members of our Faculty staff.

I myself shall not be in residence during the last half of the summer, but should you wish further information regarding this matter you can secure it at the hands of the members of our conference.

Yours very truly,
INFORMATION

By virtue of Rules and Regulations Prescribed by the President and pursuant to Section 37 thereof whereby power is granted to make rules of procedure, District Boards Numbers 1, 2 and 3 of the Northern Division of Illinois have determined upon certain methods for disposing of appeals from Local Boards and in passing upon industrial and agricultural claims for exemption or discharge from military service.

APPEALS

1. Claim of appeal must be filed with a Local Board on a form furnished by the Local Board within ten days after mailing of a notice to claimant that his claim for exemption is denied by the Local Board. The District Board will not receive notice of appeal prior to such mailing of notice.

2. Notice of such appeal must be filed with the District Board within said ten days on a form furnished by a Local Board.

3. The District Board will receive additional evidence in support of or in opposition to an appealed claim only in form of affidavits filed within five days after receipt of notice of appeal. No forms for such affidavits are provided.

INDUSTRIAL CLAIMS

1. A claim for exemption or discharge by a person engaged in an industrial enterprise must be filed with the District Board on or before the fifth day after mailing of a notice by a Local Board to such person that his name has been certified to such District Board as called for military service, on forms supplied by the proper District Board.

A person claiming for himself uses Form 161.

A person claiming for another (e.g. for an employee) uses Form 161a.

2. The District Board will receive evidence in support of or in opposition to such claim only in form of affidavits filed with the District Board within five days after filing of said claim. For their own convenience, District Boards Numbers 1, 2 and 3 have provided forms to use in presenting such evidence.

An employer or employee may use and file both Forms BB and CC.

Others may use and file both Forms CC and AA.

Other and additional affidavits may be filed, or may be required by the District Boards.

Work of the District Boards will be facilitated if affidavits supporting claims are filed simultaneously with the claims, but this is not mandatory.

AGRICULTURAL CLAIMS

1. A claim for exemption or discharge by a person engaged in an agricultural enterprise must be filed with the District Board on or before the fifth day after mailing of a notice by a Local Board to such person that his name has been certified to such District Board as called for military service, on forms supplied by the proper District Board.

A person claiming for himself uses Form 161.

A person claiming for another (e.g. for an employee) uses Form 161a.

2. The District Board will receive evidence in support of or in opposition to such claim in form of affidavits only filed with the District Board within five days after filing of said claim. For their own convenience, District Boards Numbers 1, 2 and 3 have provided forms to use in presenting such evidence.

An employer or employee may use and file both Forms EE and FF.

Others may use and file both forms EE and DD.

Other and additional affidavits may be filed, or may be required by the District Boards.

Work of the District Boards will be facilitated if affidavits supporting claims are filed simultaneously with the claims, but this is not mandatory.

District Boards have original jurisdiction only over claims for industrial and agricultural occupations. All other original claims for exemption must be made to a Local Board.

Time limits may be extended upon proper application. Unless otherwise ruled, no oral testimony will be received, nor will attorneys-at-law be permitted to represent claimants before any District Board.

No claimant shall appear in person before a District Board unless called for.

All of these regulations are subject to change. For further information, address the District Board in charge of claimant’s district.

Forms 161, 161a, AA, BB, CC, DD, EE and FF may be had from headquarters of a District Board. Outside of the City of Chicago, these forms may be obtained from headquarters of Local Boards.

DISTRICT BOARD NUMBER 1,
1122 112 West Adams St.
Telephone Central 3259.

DISTRICT BOARD NUMBER 2,
1122 112 West Adams St.
Telephone Central 3748.

DISTRICT BOARD NUMBER 3,
721 112 West Adams St.
Telephone Central 3326.
INFORMATION

[Text content not legible]

HISTORICAL CLAIMS

[Text content not legible]

AGRICULTURAL CLAIMS

[Text content not legible]
July 24, 1917

To the Honorable N.D. Baker,
Secretary of War,

My dear Sir:

The Illinois Council of National Defense, Medical section, is profoundly impressed with the importance of securing for service in the Army and Navy of the Nation in the present crisis as many well trained and competent medical officers as possible. The Council begs therefore to lay before you the important considerations which its members believe should lead to the promulgation of an order by you, or by the President of the United States, to the effect that medical students who may be drafted, and who are recommended by the officials of the leading medical schools, which they are attending, as especially capable and promising men for the medical service, be detailed to such medical schools for the completion of their training as medical officers of the Army.

In May last, the National Council of Defense, acting apparently with the knowledge and approval of yourself and the President, addressed a number of communications to the several medical schools, urging most strongly that they deter their students from being diverted from their medical studies by enlisting or engaging themselves for any other service.

The report of the Medical School Committee, sent out by the Council, with the request that it be posted on the bulletin board of the Medical Schools, stated that "it is important that this country should not repeat England's blunder at the outbreak of the war in permitting the disorganization of the medical schools either by calling the faculties into active service or by sanctioning the enlistment of medical students into any of the line organizations!"

"While aiding to the uttermost in overcoming the present shortage of men, the necessity of keeping the source of supply open emphasizes the importance of conserving our raw materials. Therefore, men now in college, looking forward to medicine as a career, should be made to understand that it is their patriotic duty to the nation at this time to continue their studies"
To the Honorable M.D. Becker, Secretary of War,

My Great Sir:

The Interdepartmental Committee on National Defense, Medical Section, is unanimous in its recommendation of a program for medical service in the armed forces and the Department of War.

The program, as proposed by the Committee, is in line with the views of the National Defense Committee, the National Council of Defense, and the leading medical organizations of the country. It is the Committee's belief that the medical service of the armed forces should be under the control of the Secretary of War, and that the medical service of the armed forces should be adequate to meet the requirements of the nation in time of peace.

In the meantime, the National Committee on Medical Service, under the leadership of the Interdepartmental Committee, has been organized to consider the requirements of the armed forces.

The report of the Interdepartmental Committee, now on file in the War Department, will be submitted to the Secretary of War for consideration.

Very truly yours,

[Signature]

[Name]
"No medical student who has not completed three years of medical work should be permitted to give up his course, as his country needs his trained and not his untrained service!"

Notwithstanding the urgent appeal of these communications which were presented to the medical students, they were so eager to offer their services to the Nation in some capacity that the deans and faculties of at least some of the schools found it very difficult to restrain them from enlisting in ambulance corps, and in base hospital units, or in seeking admission to the training camps for officers of the line. Many of these students would have been almost certain of receiving a Commission in the line as they are college graduates who have had from two to four years of military training.

The dean of one of the Chicago Medical Schools therefore addressed a letter to the medical member of the Council of National Defense, setting forth the difficulties which he was experiencing in holding his students to their medical work. We quote from the reply received by him, "I wish I could impress upon the patriotic young men who are straining at the leash in the medical school classes, the importance of sticking to their task!"

"Medical students, therefore, if they wish to serve their country and our Allies abroad, if they wish to aid those who have been fighting our battles until they have exhausted themselves almost to the breaking point,—if they wish, in other words, to serve to the best advantage, they must practice self-restraint and stand by their classes until they have gained their Diplomas and are in a position to offer themselves as medical officers!"

Acting upon these advice, confirmed and emphasized in the strongest language in personal interviews with members of the Council of National Defense, and of United States Government officials high in authority, the officers and teachers of the medical schools have done all in their power to hold the medical students to their work.

In one Chicago school alone over sixty (60) students who had signed up for service in the non-medical personnel of a base hospital, were persuaded to withdraw; of an equal number who had joined an ambulance corps for service in France, all but ten (10) or twelve (12) were induced to withdraw, which they did with great reluctance, their places being filled by non-medical students from the same University.
No military service will be found necessary to guard the country, as the army of the United States is now sufficient for the defence of the country.

The army of the United States is now sufficient for the defence of the country.
Not less than one hundred (100) in this one school would have joined the officers training camps, had they not been dissuaded from so doing by the urgent appeal of their teachers.

In view of these facts we beg to submit for consideration the following propositions:

The medical students who may be drafted must inevitably feel that they have not been dealt with fairly, that there has been a breach of faith on the part of the National Government in that, having been led by express and urgent command from the central authorities in Washington to sacrifice the opportunity to enlist in some service of their choice or of securing commissions, they are now drafted as privates in the line of some other subordinate service.

Their relation to exemption is not the same as that of men of other vocations and their detail, if drafted, to the completion of their medical training, offers no argument for exemption of the other classes of men. The explicit and urgent requests from Washington that they refrain from enlisting in any other service constitutes a virtual pledge that they would be permitted to complete their medical education and preparation for service as medical officers in the Army or Navy.

We would not suggest that they be furloughed or exempted as a class, but such individual students as are certified by the deans and faculties of leading medical schools to be especially qualified for training as medical officers be detailed to complete their medical education. Such detail would be of the same sort as the detail of officers of Reserve Corps, medical and otherwise, to the several training camps, differing only in the longer duration of that detail necessitated by the fact that their preparation is not so far advanced and requires a longer time for its completion.

The number of medical students who will be likely to be conscripted is not a negligible quantity. It will be quite certainly 15 to 20% of the whole number of medical students now enrolled in the medical school of the United States, approximately 15,000, as they are with few exception within the conscription age, physically sound and have no dependent families of relatives. We would call attention to the fact that the number of students graduating each year from the medical schools of the United States, has fallen very rapidly in the last decade- from nearly
6000 in 1906 to about 3000 in 1916. This number is barely sufficient to maintain the necessary needs of the country in time of peace. It will require the output of the medical schools for nearly six years to equal the number of medical officers enrolled for the new army under the first draft.

The drawing is quite certain to take some of the most capable and promising students, whose service as medical officers when their medical education is completed, as it will be in a comparatively short time, will be very much more valuable than as privates in the line, as members of the non-medical personnel of a base hospital or in any other service as untrained men.

But no matter how small the number drafted may be, these men, by reason of the facts already set forth, have been dealt with unfairly.

The suggestion that the medical students drafted may be assigned to duty in base or field hospitals, such service to be regarded by the medical schools as the equivalent of the education they would receive in the medical schools and civilian hospitals, - a plan which has been adopted by some of the Italian medical schools, - is not an acceptable one and would not secure the best results. They can serve in such hospitals only in the non-medical personnel, whose duties are, for the most of its members, not at all along medical lines.

Moreover, the conditions which will obtain for the students of American medical schools will be radically different from those which are existent in Italy.

In that country the zone of conflict is but a short distance removed from the medical schools themselves, the base and field hospitals to which they were assigned were in charge of medical officers, many of whom were their instructors in the medical schools from which the students came, and these hospitals were filled with wounded and sick at the time that the students were sent there. It was possible to organize more or less systematic courses of instruction measurably the equivalent of those conducted in the medical school curriculum. In the case of our own students it is quite certain that, for some months to come, the assignment of drafted medical students who are detailed to medical service of any sort, will be to
I believe the number is likely to increase. If so, we must prepare ourselves for these increases in advance. This will be a challenge as we have to ensure that we can handle the increased demand without compromising on quality or safety. It will be essential to have a well-organized system in place to manage these changes effectively.

The government is due to announce a new policy on medical allocation next week, which may affect our operations. We must ensure that we are prepared for any changes that may be introduced. It is important to stay informed and to communicate any concerns we may have to our colleagues and the management team.

In the meantime, I will be reviewing our current processes to identify any areas where improvements can be made. We must ensure that we are operating at maximum efficiency to meet the demands of our patients.

Thank you for your hard work and dedication. Let's work together to ensure that we are able to meet the needs of our patients as effectively as possible.
hitals at training camps and cantonments, where the incidence of illness and wounds will be negligible. If they are finally sent abroad, it will be to scattered hospitals in a far distant country where there will be no possibility of any supervision of such little instruction as they might receive by the teachers of the American medical schools in which they have been pursuing their medical studies and which teachers are responsible for the direction and conduct of their medical education leading to the degree of M.D. It would be unwise for the fifty-odd examining boards of the several states to recognize such work as the equivalent of the systematic course of instruction in the medical schools, even if they could be persuaded to do so.

The members of the Illinois State Council of National Defense, Medical section, of which the deans of the Chicago Medical schools are members, would respectfully present these facts for your consideration and would urge most strongly that the Surgeons General of the Army, the Navy and the Public Health Service be authorized by yourself, as Secretary of War, or by the President, to requisition such medical students as may be drafted, who are recommended for such detail by the deans of the leading medical schools, and to detail these men to the several medical schools, for the completion, in as short a time as possible, of their medical education.

We are certain that the faculties of these medical schools will use every means at their command to complete the education of these students in as brief a period as is compatible with thorough and efficient training and will include in their curricula such special courses in military medicine, surgery, hygiene etc., as are necessary to prepare these students for military service.
to provide space for personnel to volunteer service.
July 30, 1917

My dear President Judson:

The situation in regard to the disposal of our medical students is still in a state of great uncertainty. I have sent letters to all of the medical students not in residence and posted bulletins for those in residence, asking those who have been drawn for the first army to apprise us at once, giving serial number, draft order of call, etc.

On the basis of advice received from Washington, we are still hopeful that the Secretary of War will find some way of detailing medical students back to the medical schools to complete their education and preparation for service.

In order that you may know what is being done by the schools here, I am sending a copy of letter prepared by a special committee of which I happen to be chairman, of the Illinois State Council of National Defense. This has been sent to Major Vaughan in Washington that he may make such use of it as he thinks will be of the greatest service.

I am wondering if you are in receipt of any later information as to any steps that have been taken in this matter. I have advised all of our medical students to state clearly on the first papers which they file with the local exemption boards the fact that they are medical students and desire detail or furlough to the medical school in order to complete their preparation for service as medical officers.

As I understand it, the local boards will have no power to decide cases of this sort, but I have advised medical students to carry the matter to the appeal boards, which, as I understand, will have jurisdiction in this matter.

Is this advice in accordance with your understanding of the Situation? I am

Very sincerely yours,

John M. Dolan

Dean
July 31, 1917.

Dr. Harry Pratt Judson,
Chairman, District Board No. 1,
Northern Division of Illinois,
University of Chicago,
Chicago, Illinois.

Dear sir:--

Enclosed herewith are "Oaths of Office" of Theodore W. Robinson and Harry Pratt Judson as members of the District Board for Division No. 1 of the Northern District of Illinois, taken by me at the LaSalle Hotel this morning for jurats. The certificates of the notary have been duly affixed.

After leaving the place of meeting, I met Judge Hopkins, who was selected as secretary of your board and told him that I was sending these documents to you. He then said he would do the same with his own.

Very Truly Yours,

Homer H. Cooper
Dear Mr. Cooper:

The matter of the newly elected Board of Directors has come to my attention. As the President of the Division of Illinois, I am aware of the recent developments and the need for action. I am writing to inform you of the steps that have been taken.

After consulting the parties involved, I was able to gather the necessary information to make a decision. The new members of the Board have been contacted, and arrangements have been made to conduct the necessary meetings. The case of the matter has been given early attention.

Please be assured that I take the matter very seriously. I will be happy to provide you with any further information you may require.

Sincerely,

[Signature]
July 21, 1917.

Mr. Homer H. Cooper
35 North Dearborn Street
Chicago

Dear Mr. Cooper:

I beg to acknowledge your letter of July 31 enclosing copies of the Oaths of Office of Theodore W. Robinson and Harry Pratt Judson as members of the District Board of County of Chicago, August 3, 1917

I am very truly yours,

Mr. Homer H. Cooper
35 North Dearborn Street
Chicago
Dear Mr. Cooper:

I am writing to inform you that I have received a notification from the Department of Education regarding the recent advancement in the field of education. I am pleased to announce that I have been selected for an important position in the Department of Education. Thank you for your support and encouragement; it has meant a lot to me.

Looking forward to our conversation at the earliest opportunity.

Yours sincerely,

[Signature]

Mr. Cooper

23 North blossoms Street

[Address]
Chicago, August 1, 1917

My dear Governor Lowden:

I beg to acknowledge your esteemed favor of July 26 with announcement of my appointment as a member of District Board for Division Number 1 of the Northern District of the State of Illinois. While the duties are onerous and come at a very inconvenient time for me, I feel it my duty to accept and do whatever is in my power to render the service of the Board successful.

Very truly yours,

H.P. J.-V.

Hon. E. O. Lowden
Executive Mansion
Springfield, Illinois
Chicago, September 19, 1917

Dear Mr. Tenney:

The District Board on which I am working is in great need of an additional piece of organization. I don't quite see how it can be effected unless there are some competent and reliable volunteers. I should like to have three or four capable men who would take the dossier of each case as it comes in and brief it for the Board. This brief should contain all the essential facts in concise form, and would make it unnecessary for the members of the Board to go over the trash of the dossier. If we could have such an organization we could close up the whole matter in a very few days. Otherwise it will linger. Have you any in mind who might consider doing this piece of work for the cause?

Very truly yours,

H.P.J. - L.

Mr. Horace K. Tenney
137 S. La Salle St., Chicago
Office, September 10, 1914

Mr. Teener:

The district board on which I am working is in great need of an all-around piece of organization. I hope you will see how it can be treated unless there are some competent and capable assistants. I am sure the board will have some capable men we can send. I have confidence in you and your ability to do a good job.

Respectfully,

W. A. B.
September 22, 1917.

President Harry P. Judson,
University of Chicago,
Chicago, Ill.

My dear President:

I am enclosing herewith a copy of a pamphlet which I trust you will find time to read. It explains itself. The exemption of medical students in the upper classes through enlistment in the Reserve Corps has been announced and meets with universal approval. I wish it might have included freshmen as well.

It is equally important that the same action should be taken about dental students. Would you therefore take the trouble to write to the President and to the Secretary of War urging such exemption of the dental students? I believe that your help in this situation will accomplish the object in view.

I am

Sincerely yours,

[Signature]

[Name]
Why Drafted Dental Students Should Be Permitted to Finish Their Courses

England, France and Canada made the mistake, which they now acknowledge, of accepting dental and medical students for line service. As a consequence, these countries are suffering greatly for want of dentists to care for both civilian and military needs. This is a warning from the dental profession in the interest of humanity, to prevent our country from making the same mistake.

A few weeks after the United States joined the Allies in the war against Germany it was announced on seemingly good authority in Washington that it was the desire of the Surgeon General's Office and the War Department that all medical and dental students should continue their studies and that they certainly would not be called into service until after graduation. It was apparently appreciated that there would be an ever increasing demand for more and more physicians and dentists, and as no one could foretell the duration of the war, it seemed that the production of physicians and dentists should be maintained. The United States was to profit by the example of England, France and Canada and would not make the mistake of sending partly trained medical men to the front in the line service. The announcement became common knowledge throughout the country and such sensible action was generally accepted as right.

It was not until after the registration for the draft that the War Department apparently became frightened over the problem of class exemptions, and announced that no exemptions would be made except those provided by law. Pressure was immediately brought by the medical profession and after weeks of argument, an order was issued by General Crowder on August 29, 1917, that hospital interns and fourth, third and second year medical students who were called into service might enlist in the Enlisted Reserve Corps (Regulations for the Enlisted Reserve Corps, Act of June 3, 1916) and permitted to complete their course. This act does not grant exemption. It holds the men in the Reserve Corps, subject to call.

It was generally presumed that the dental service was considered a valuable and necessary part of the medical service of the army and that dental students would be included in such an order. It was therefore a surprise to both physicians and dentists throughout the country that dental students were omitted.

DENTISTRY'S ARGUMENT.

While practically every argument which has been presented favoring the temporary exemption of medical students applies to dental students as
well, the following information has been gathered by the Committee of Deans of the Dental Colleges of the United States for those who may be interested, as applying more especially to dental students.

**NO LEGAL OBSTACLE TO ISSUANCE OF DENTAL ORDER.**

There is no legal obstacle to the issuance of an order for dental students, similar to that issued for medical students. The regulation specifies that "Engineer, Signal and Quartermaster's Corps and the Ordnance and Medical Departments of the Regular Army" may have such Enlisted Reserve Corps. As the army dental service is one of the medical departments, it might be included in such an order. **Attention is called to the fact that the issuance of such an order would not "let down the bars" to an endless line of similar orders, as the regulations referred to apply to but the three corps and two departments above mentioned.**

**EFFECT OF DRAFT ON DENTAL STUDENTS.**

At the request of this committee the deans of a majority of the dental schools throughout the country sent blanks to all underclassmen of last year to be filled in and returned direct to the chairman of this committee. Each dean was also requested to report the number of those in attendance in each class last year and to give his best estimate of the number who will matriculate in the freshman class this fall.

From the blanks returned the following table has been prepared:

| Total number of underclassmen in dental schools last year | 7,624 |
| Number to whom blanks were mailed | 6,510 |
| Number of blanks returned to date | 4,414 |
| Number not of draft age, or alien | 1,248 |
| Number in draft | 3,170 |
| In first call | 756 |
| Accepted | 556 |
| Rejected | 200 |
| Percentage of all students called in first draft | 17.1 |
| Percentage of students of draft age who were called in first draft | 24.0 |
| Percentage of all students accepted in first call | 12.6 |
| Percentage of drafted students accepted in first call | 17.2 |
| Percentage of all students who have volunteered | 5.0 |
| Total number of students who will be accepted by the first call at above percentage rate | 960 |
| Total number of students who have volunteered | 381 |
| Total number entering army through first draft or as volunteers | 1,341 |
Total freshmen matriculated in all schools last year...4,184
Estimate of freshmen this year.........................1,330

From the above it will be noticed that a total of 1,341 students have already been taken from the classes which will graduate in 1918 and 1919. From the reports, it is safe to estimate that the second call will take as many as the first. Several schools report having already received many letters from this group stating that they will not return, as they do not wish to go to the expense in time and money with the chances so greatly against their being permitted to complete another year's work. Even presuming that the next draft does not come until late next spring (so that those who do attend might receive credit for the year's work), it seems a fair estimate that at least 5%, in addition to those drafted and volunteered, of the graduating class of 1918 will not return this fall because of the second call, and that the full 12.6% for the second call may properly be deducted from the class of 1919, as they will not reach graduation. It is to be presumed that at least a third draft will also be made before this class graduates, making a similar further reduction. We must also deduct an additional 10% from the class of 1918, and at least 15% from the class of 1919 to cover the normal loss in these classes from many causes—sickness, faculty action, financial difficulties, etc.

On these calculations, the effect of the draft, plus the normal loss, will be to take in the neighborhood of 1,121 students from the class of 1918, and 2,417 students from the class of 1919.

Owing to the fact that all dental schools have extended their courses from three to four years, beginning this fall, there will be no graduating classes in 1920.

It will be noted that the class of 1921 (freshman class of this fall) will be about one-third of last year's class, this reduction being undoubtedly due in large measure to the draft.

SUPPLY OF DENTAL STUDENTS ALREADY LESS THAN DEMAND.

On account of the development of the important relationship of mouth infections to general health, and the education of our people to the value of healthy mouths, the demand for dental service has increased much faster in recent years than the supply of dentists. Therefore, under the most favorable conditions, it would be impossible for the dental schools of the country to turn out during the next five years as many dentists as will be needed. If the army takes all it needs, the civilian population must suffer. The following table of the number of men graduated from all dental schools during the past five years as compared with the next five years is made up on the supposition that men who were under 21 on June 5 will not be called into service by a new draft act.
The number of graduates from all of the dental schools of the United States for the past five years was as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1913</td>
<td>2,022</td>
</tr>
<tr>
<td>1914</td>
<td>2,254</td>
</tr>
<tr>
<td>1915</td>
<td>2,388</td>
</tr>
<tr>
<td>1916</td>
<td>2,835</td>
</tr>
<tr>
<td>1917</td>
<td>2,989</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12,488</strong></td>
</tr>
</tbody>
</table>

This is an average of 2,497 per year.

The best estimate that can now be made for the next five years is as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1918</td>
<td>2,319</td>
</tr>
<tr>
<td>1919</td>
<td>1,767</td>
</tr>
<tr>
<td>1920</td>
<td>Practically none</td>
</tr>
<tr>
<td>1921</td>
<td>1,000</td>
</tr>
<tr>
<td>1922</td>
<td>800</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5,886</strong></td>
</tr>
</tbody>
</table>

This is an average of 1,177 per year.

It is thus apparent that the effect of the draft will be to reduce the number of graduates for the next five years to less than half the number graduated during the past five years, and it will necessarily be four years after the close of the war before the graduating classes will begin to increase again in numbers.

Attention is called to the following affidavit stating the effect of three years of war on the dental service of Canada.

I, A. E. Webster, M. D., D. D. S., L. D. S., Dean of the Royal College of Dental Surgeons of Ontario, of the City of Toronto in the County of York, do solemnly declare, that,

1. Three years of war under the voluntary system of recruiting has reduced the number of dentists in practice in Canada by one fifth. The dental colleges with all possible effort have not been able to supply the demands of civil practice. Dental assistants for the army are supplied from the physically fit dental students while the unfit graduate to supply the places of those who have left civil practice to join the army.

2. Dentistry is an admitted necessity, especially in the army.

3. It is my opinion based upon experience that a larger than normal supply of dental students should be admitted to the dental colleges to supply dental assistants for the army and graduates to take the places in
civil practice of experienced dentists who take up military practice. And I make this solemn Declaration conscientiously believing it to be true and knowing that it is of the same force and effect as if made under oath and by virtue of "The Canada Evidence Act."

A. E. Webster, M. D., D. D. S., L. D. S.

Declared before me at the City of Toronto, in the County of York, this 31st day of July, A. D. 1917.

E. T. Coatsworth,
A Notary Public in and for the Province of Ontario.

[SEAL]

PRESENT RATIO OF ARMY DENTISTS INADEQUATE.

The following is quoted from an editorial in the September Dental Cosmos:—"the government has provided for a corps of army and navy dental surgeons in the ratio of one dental surgeon to every one thousand enlisted men. Carefully computed statistical data tend to show that the average available working time of a dentist is about two thousand hours per year, upon the basis of which it appears that the government has made provision for an average of one hour of dental service every six months for each enlisted man—an amount of time wholly inadequate for the work required to be done. Any dentist who is giving full and efficient service to five hundred patients per year is in full practice. No dentist can give proper service in accordance with modern standards of practice to one thousand patients per year. To attempt to serve that number under army conditions tends to lower the standard of the service itself and is demoralizing to those who are engaged therein."

Every dentist who has studied this problem knows that there should be at least one dentist for each 500 men in the army; just double the present number of dentists. A bill is now being prepared for presentation in Congress which provides for this increase. Obviously there should be foresight to have ready not only the one to one thousand now provided for, but also the more adequate service which will very likely be provided for by law.

DENTAL PROFESSION HAS SHOWN FINE PATRIOTISM.

In spite of the fact that the Washington authorities have shown little tendency to recognize the value of the services of the dental profession, its members have exhibited as fine a spirit of patriotism as any class of citizens possibly could. Realizing the very bad condition of the mouths of many conscripts and the inadequacy of the government service, the dental schools throughout the country have thrown open wide the doors
of their clinic rooms and have, without charge to men or government, cared for the mouths of both conscripts and those who were refused enlistment on account of the conditions of their teeth. There has also been organized the Preparedness League of American Dentists, consisting of thousands of dentists throughout the country, and these men have, in private offices and elsewhere, given their services to the army men. **By this gratuitous service the dental profession has made possible the enlistment of several times the number of men (who would otherwise have been rejected) that will be called from the dental schools by the draft.**

It should also be mentioned that large numbers of dental students offered to enlist in the various base hospital units and other branches of army and navy service, and they were almost universally advised that they would render the most patriotic service by remaining in school. Many were thus deprived of entering officers' training camps and branches of service for which they had some special qualification.

**GENERAL CROWDER ON THE VALUE OF DENTAL SERVICE.**

General Crowder recently wrote to the Governors of five Eastern States a very strong letter in which he emphasized the great need of dental service in the army, and the inadequacy of the present service of one dentist to one thousand enlisted men. He urged that measures be carried out to put the mouths of conscripts in the best possible condition before they were sent to the various camps. This letter was written to ask for the cooperation of the Governors and Local Boards to the end that the conscripts might be promptly notified to report for mouth examinations. It was expected that a copy of the letter would be inserted in this report, but it has not been received at the time of going to press.

**DENTISTRY A BRANCH OF MEDICINE.**

It would seem almost unnecessary to call attention to the fact that dentistry is a very integral part of medicine. Dentistry has been taught in separate schools because the technical procedures require special teaching and clinical facilities. The courses in dentistry have gradually included more and more of the fundamental branches of medicine until today the medical school courses in anatomy, histology, physiology, chemistry, general pathology, bacteriology, etc., etc., are very closely duplicated in dental schools. The entrance requirements for dental schools have been raised to graduation from a four year high school accredited to the State University and the dental course has been lengthened to four years.

The developments of recent years of the role that mouth infections play in relation to general health have served to connect dental and medical
service in the most intimate way. A review of the medical journals of
the past five years will reveal more references to mouth infections as the
cause of various disabilities than any other single source. When attention
is called to the large percentage of cases of rheumatism, nephritis, ap­
pendicitis, inflammation of eyes, of heart muscles, etc., as a result of chronic
mouth infections, it is appreciated that thousands of men have been
exempted from the draft because of mouth infections, and thousands more
who are accepted will doubtless be incapacitated from lack of adequate
dental service. Couple this with the reports from Europe that the face
and head wounds, which constitute twenty per cent of injuries, are fre­
quently seriously complicated because of abscessed teeth, and we have a
glimpse of the relationship of dentistry and medicine. Careful investiga­
tions by radiographic examination show that more than fifty per cent
of persons of draft age have chronic suppurating foci in the jaw bones.
Add to this the thousands of cases of "trench mouth" in which the gums
are so swollen and painful that food can not be chewed, a condition re­
quiring the most careful dental service; also the many cases of fractured
jaws which the trained dentist is peculiarly well qualified to treat. Will
any one say that in army service, the nose and throat specialist, the eye
and ear specialist or many other of the specialists are more important
than the dentist?

In conclusion, attention is called to the fact that the members of the
class of 1918 will be able to finish their dental training and be ready to
enter the army dental service at as early a date as their training could be
completed for line service, and the class of 1919 could be made ready
for graduation by January 1st of that year. All dental schools will modify
their courses to give special training for army service, so that the gradu­
ates of next year will be in some ways better qualified than dentists who
have been in regular practice for some years.

In presenting this statement, it hardly seems necessary that we should
pledge the fullest possible degree of loyalty of the dental profession and its
schools to the Government. We believe it our highest duty to see to it,
if we can, that the dental needs of the army, and of the civilian population
be cared for in the best manner possible. This is our aim.

All of which is respectfully submitted.

HENRY W. MORGAN, Nashville, Tenn.
H. E. FRIESELL, Pittsburgh, Pa.
W. H. G. LOGAN, Chicago, Ill.
F. D. CASTO, Cleveland, Ohio.
ARTHUR D. BLACK, Chairman,
122 So. Michigan Ave., Chicago.
Chicago, September 25, 1917

My dear Chancellor McCormick:

Your favor of the 22d inst. is received. I see no reason why dental students should not be included in exemption with medical students, and shall be glad to express my opinion accordingly.

Very truly yours,

H.P.J. - L.

Chancellor S. E. McCormick
The University of Pittsburgh
Pittsburgh, Pennsylvania
OFFICE, September 26, 1911

My dear Governor Mckinley:

I note that the S.F.

is not in favor of the same

measures that were

adopted in the past.

I am afraid that the opinion

may be different.

Very truly yours,

H.P.J. - Jr.

Governor G. P. Mckinley
The University of Pennsylvania
Philadelphia, Pennsylvania
MEMORANDUM FOR ALL LOCAL AND DISTRICT BOARDS.

Subject: - Fiscal Condition.

1. - I am enclosing copies of a telegram from the Provost Marshal, one for each member of Board, regarding the above subject matter, and request that the utmost and most prompt consideration be accorded to it. The statement of the attitude of the President and of the Provost Marshal General set forth therein has been understood by the Governor and myself to be the attitude actually existing in and governing the actions of the members of all the Boards in this State. In nominating to the President the membership of the various Boards, it was felt that under the necessities of the Government in this crisis the services of the nominees would be gladly proffered, voluntarily and uncompensated as the member's contribution of service to his country, save only in those instances where personal necessity made it imperative to accept the partial payment (in money) allowed by Regulations.

From the number of Vouchers reaching this office recently, covering all services from the beginning of the period of organization to date, the impression is being created that there has been a change of sentiment as to the character of the duty to be performed by Board members in many districts - that the idea of a voluntary and patriotic duty, involving service to the Government of the highest character, has been supplanted by some instances by the idea of a government appointment with a monetary remuneration.

All members of Boards are earnestly requested, by example and by advice, to prevent a showing in Illinois which would justify outsiders in believing that the idea just referred to has prevailed in this State.

2. - I am also enclosing a number of blank statements to be filled out by all persons - members, clerks and other persons or firms, showing the indebtedness of the United States to them, as of date including November 24th. The Chairman of each Board is charged with the duty of the return of the statements with proper vouchers, in each case, on November 25, 1917.

Frank S. Dickson,

HER) THE ADJUTANT GENERAL.
LOCAL AND DISTRICT BOARDS:

The following telegram from the Provost Marshal General is transmitted for your information and guidance and immediate action:

No. 10362. There is the most urgent and immediate necessity for closing up the expense account pertaining to the first draft with absolute precision. Thus far we have only the most indefinite estimates of cost in response to our Telegram No. 997. There is no reason why all claims to date should not be submitted at once and there is the most urgent reason why we should know before December 1st the precise total of our expenditure and of our outstanding indebtedness up to and including November 24th. The attention of your disbursing officer and of such of your Local and District Boards as may be necessary should be directed to the substance of the following telegram:

The preliminary estimates of cost from the various States disclose remarkable discrepancies. The State of Nevada absorbed all expenses incident to the draft which cost the Federal Government nothing in that State. The States of Oklahoma, Connecticut and North Dakota kept the per capita cost of delivering a selected man to a railroad station under $3; the States of Kansas, Idaho, Kentucky, Louisiana, Mississippi, Montana and Nebraska under $4; Missouri and New Jersey under $5; Ohio, Florida and Colorado under $6; Illinois, Utah, West Virginia and Wyoming under $7; Arizona and Massachusetts under $8; Arkansas, California, Georgia, Michigan and Washington under $9; Maryland and Texas under $10; New Mexico, Oregon and Tennessee under $11; Vermont under $14, while the cost in Wisconsin and Maine runs to something over $17. This schedule would indicate that the States estimating a high per capita cost should very closely scan all claims for compensation and reimbursement for the purpose of eliminating unmeritorious claims and of bringing the cost of administration throughout the United States to a more uniform figure and that a vigorous and renewed appeal should be made to the splendid patriotism and unselfish devotion with which the administration of this law was begun.
The following information from the transport
material
General and special training
important to

Transport

November 1914

The following information from the transport material
General and special training
important to

Transport
At the time the present fiscal policy was under consideration all departments of the Federal Government were overwhelmed by offers of voluntary and uncompensated service. Influenced by this splendid showing we telegraphed to 48 States for their advice on the question that was before us, namely whether uncompensated service should be solicited and received in the execution of the Selective Service Law. The response was an almost unanimous affirmative. We adopted the policy (See Paragraph 11 Fiscal Regulations June 15, 1917) and went before Congress with an estimate for funds compiled with a view to a large proportion of such gratuitous service. It is now necessary to report to Congress the result of this policy. In the main, the response has been most inspiring but, here and there, not only have such services been charged for but we have reports of Boards that have met from day to day with an apparent sole purpose of basing a claim for compensation. As an instance, one Board whose total quota to be produced was 6 men submitted a claim for compensation amounting to $700.

This is an exceptional case which by far the majority of our Board members would condemn but it is such Boards as this that are responsible for inflated unit cost.

Members of Boards were from the very beginning of our administration given to understand that the necessity for economy and uncompensated services was an element of the psychological atmosphere which should surround the execution of this law; that the duty of all Selection Boards was to go into American homes and take out for the service of the Nation our strongest and best young men to send them to the battle lines to incur the risks of a sacrifice which is not and cannot be measured in terms of money compensation; that the duty of Selection Boards ought to be given the aspect of a service of the same sort and that as far as possible this service should be rendered without compensation. Recognizing, however, that many patriotic citizens would find the burden of uncompensated service unsupportable, and that this element ought not to be excluded from participation in the administration of the law, rates of compensation to meet the financial sacrifices in such cases were prescribed. It was the underlying idea that the law would impose a sacrifice upon each community to the necessity of the Nation and it was especially desired that at no time should the execution of the law have the aspect of a taking from each community of its quota by paid amounts of the Federal Government.
In order to obtain the most complete and accurate information Adjutants General shall direct their disbursing officer to prepare immediately a printed form calling upon each member of Local and District Boards or other person likely to submit claims for their services for an exact and final statement of all their claims for service in the execution of this law to include November 24th and to be accompanied by the necessary vouchers unless such vouchers have already been submitted. A time limit for the return of these forms should be set not later than the 25th of November. Boards whose claims are exorbitant or which exceed a reasonable cost as disclosed by a comparison of the expense accounts of the majority of Boards or of the most efficient Boards, should be required to explain their figures and should be cautioned that not the least effective index of their cooperation in helping the Nation in this emergency is this figure of cost. It would certainly not seem to be too great a demand upon the members of Boards to ask them to exercise economy and frugality in their control of Government expenditures during the present emergency.

Before December 1st each disbursing officer shall submit by telegram to this office an itemized statement of the expense incurred up to and including November 24th showing separately the amount of money actually expended and the amount of just indebtedness incurred and outstanding against the appropriation and specifically, compensation of members of Local Boards, compensation of members of District Boards, compensation of clerks, allowances for travel, rental of offices, purchase of supplies, and such further itemization as may seem appropriate. Accompanying this report shall be a final and exact computation of the unit cost of placing a selected man at the railroad station for transportation to a mobilization camp. I cannot too strongly urge the necessity for immediate and vigorous action in this matter and for the return of the itemized statement called for herein before December 1st.

Crowder.

HER)

DICKSON
Adjutant General.
Springfield, Ill. 4:50 P. Aug. 27, 1917.

Ralph Crowe, Secretary, District Board Division No. 2,
of The Northern District of Illinois, Room 1122, 112 West Adams St., Chicago.

The following telegram is quoted for your information and guidance:

"Washington, D. C. August 25, 1917, Governor of Illinois, Springfield, Illinois:
Number Forty Twenty First. A feeling has been expressed that, in passing on
claims for discharge on the ground of dependents, local boards ought, in no case,
to refuse a discharge to a married man or to the head of a family. The law under
which local boards act requires that, before such a discharge can be granted,
dependency as well as relationship must be established. The matter having been
presented to the President the following are his orders thereon:

'We ought as far as practicable to raise this new national army
without creating the hardships necessarily entailed when the head of a family
is taken and I hope for the most part those accepted in the first call will be
found to be men who had not yet assumed such relations.

The selective service law makes the fact of dependents, rather
than the fact of marriage, the basis for exemption, and there are, undoubtedly,
many cases within the age limits fixed by law, of men who are married and yet
whose accumulations or other economic surroundings are such that no dependency
of the wife exists in fact. Plainly, the law does not contemplate exemption for
this class of men.

The regulations promulgated on June thirtieth nineteen seventeen
should be regarded as controlling in these cases, and the orders issued under those
regulations directing exemption boards to establish the fact of dependents in
addition to the fact of marriage ought not to be abrogated."
Third. Paragraph B compiled rulings of this office number six addressed a state of affairs where the parents or other relatives of the wife or husband are able, ready and willing adequately to support the wife and children, if any, during the absence of the husband. This ruling was responsive to a class of cases that had been brought to the attention of this office where claims of discharge had been made on the ground of dependency on a husband, who, as a matter of fact, was not dependent upon himself. The ruling directed the attention of local boards to the fact that scrutiny of cases of this kind might disclose that no discharge was advisable.

It was not intended that paragraph B of the compiled rulings should apply to the case of the head of a family whose family, at the time of his summons and prior thereto, were and had been mainly dependent upon his labor for support.

Fourth. Instances in which local boards have been in error in respect of these two classes of cases are rare. It was to be expected that with some four thousand five hundred local boards there would be some ununiformity of decision in this regard. To provide against this ununiformity, Section Twenty-seven of the regulations provides for the automatic appeal of all dependency cases to the district boards. District boards should scan the decisions of local boards on questions of dependency and wherever it appears that such decisions are illegal (as in the two cases just mentioned or otherwise) or where these decisions seem to be so far ununiform as to result in unequal operation of the law, the district board should reverse or modify the decision of the local board.

Dickson,

Adjutant General.
The 29,073,233 engaged in gainful occupations classified above, includes children from 10 to 16 years of age, and occupations that have not been considered as coming under the head of wage workers.

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My dear Professor Judson:

In looking over the files relating to the work of the District Board for the City of New York, I find that a letter you wrote me a long time ago has been overlooked. This letter came at a time when our mail was averaging 4,000 items a day, and we were overwhelmed with a mass of papers, so that it is not strange that some matters were not brought at the time to my personal attention, as they should have been.

We are just about through with this draft, and inasmuch as we are entering upon a new system, I shall not undertake to review our experience. I hope that I shall see you at the meeting of the Rockefeller Foundation next week and shall then have an opportunity to go over the matter with you.

With high regard, I am

Faithfully yours,

President Harry Pratt Judson, University of Chicago, Chicago, Ill.
November 25, 19__

Dear Mr. Johnson,

I am writing to inquire about the position of Research Assistant in the Laboratory of Neurophysiology at the University of California, Los Angeles. I am a graduate student in the Department of Psychology and have been working on projects related to neurophysiological research. I am particularly interested in the field of neural plasticity and would like to contribute to your ongoing research.

I enclose my CV and academic transcripts, which I believe demonstrate my qualifications for this position. I am confident that my background in neuroscience and my experience in experimental design and data analysis will make me a valuable addition to your team.

Thank you for considering my application. I look forward to the opportunity to discuss my qualifications further.

Sincerely,

[Signature]

[Name]

[Address]
My dear Mr. Hughes:

My dear Professor Hughes: Your favor of the 28th of November was received while I was in New York. I fully understand the tremendous mass of matter which came to you every day, and do not at all wonder that my letter was buried under it. When the first draft approached completion I sent in my resignation to the President. The Governor of the State, before forwarding it, suggested that I ought to provide a substitute, which I did, nominating a member of our own law faculty. I am glad to say that on the 5th of this month the President accepted my resignation, and Professor Mechan, the one in question, was appointed in my place. I am sure that you will see me at the meeting of the Rockefeller Foundation next week and shall then have an opportunity of the matter with you.

With high regard, I am

Hon. Charles E. Hughes

President Harry Pratt Judson,
University of Chicago,
Chicago, Ill.
President Harry Pratt Judson,
The University of Chicago,
Chicago, Ill.

Dear President Judson:

I want to thank you for your willingness to see me on last Sunday evening. You may have thought that I was somewhat agitated, as I was. About fifteen of our leading men down here are from Chicago and within the draft age, and I had come on to see about securing deferred classification for them. My case was the only one which had been passed upon by the District Board and I had been put in Class 1. I had been informed that one of the Board members whom I desired to present our case to had declined to see me and after going to Chicago for that purpose I was consequently somewhat disturbed, and after talking with you matters worked out so that I secured an appointment with him Monday morning, and I didn't want to bother you further with regard to it.

You will be interested in knowing that I presented our case Monday before both boards and that they recognized our necessity and granted deferred classification which I requested. I was in an embarrassing position because one of my duties is to handle the draft problems and I was in the position of having to prosecute my own case for deferred classification. It has always been a source of satisfaction to me to feel that I had your interest and I am very glad in this case that I don't have to trouble you further.

As I told you when I last saw you I have come to help in the organization of a factory for the manufacture of gas masks. We are operating under authority from the Secretary of War and are building up an enormous organization almost over night. Thirty days ago we had scarcely two score in our employ and now there are over a thousand and the big five story factory building which the government took over is very rapidly filling up. We are confronted with the task of manufacturing all the gas masks used by our soldiers and with the greatest possible speed. My work is to harmonize the conduct of such a factory with army regulations and to provide a way to do many of the things which are simple in commercial business but which are extremely complicated when it is government business. I have been extremely busy ever since coming and have enjoyed the work very much and have the satisfaction of feeling that I am serving my country in a capacity where I can count for the most.

It would be a great pleasure to see you and show you our plant some time when you are in New York City if it were convenient to you. We are just across the Queensborough Bridge in Long Island City and only ten minutes from the Grand Central Station. I am sure Mrs. Judson would
February 14, 1918.

President Harry Pratt Judson.

also be interested in our work. Mrs. McKibbin returned with me yesterday and is now busy finding a place for us to live.

With kindest personal regards to you both in which Mr. McKibbin joins, I am

Very truly yours,

George B. McKibbin

G. B. McK.
ADL
President Harry Pratt Judson,
The University of Chicago,

Dear Mr. McKibbin:

Thanks for your note of the 14th inst.

I am glad to know that matters have come out in the right
Sunday evening. You may have thought that I was somewhat nettled,
way with your group. It is too bad that I was not able
and within the draft age, and I had come on to see about securing defer-
to see you that afternoon, but I was just leaving the
house for a series of appointments, and of course would
present our case to be drafted to see me and after going to Chicago for
have been very glad to see you in the evening. I am talking
with you matters worked out so that I secured no appointments with him
much interested in your work to Mrs. Judson and I expect
it to be in New York next week, and there is to be a dinner

You will be interested in knowing that I presented our case
of the alumni Friday evening, March 1, which I hope you and
granted deferred classification which I requested. I was in an one
can attend, but I don't yet know where it is to be. I think
problems and I was in the position of having to prosecute my own case
Secretary Mr. Milton J. Davies, Columbia University, in
satisfaction to me to feel that I had your interest and I am very glad to
this with cordial best wishes, I am,

As I told you when I very truly yours,

come to help in the organization of a factory for the manufacture of gas masks. We are
operating under authority from the Secretary of War and are building
out an enormous organization almost over night. Thirty days ago we
H.P.J. L, two score in our employ and now there are over a thousand
and the big five story factory building which the government took over
Mr. George B. McKibbin,

We are confronted with the task of manufacturing for our soldiers and with the greatest
Jackson and Second Avenues, harmonizing the conduct of such a factory
Long Island City, New York provide a way to do many of the things
which are simple in commercial business but which are extremely com-
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satisfaction of feeling that I am serving my country in a capacity
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It would be a great pleasure to see you and show you our plant
some time when you are in New York City if it were convenient to you.
We are just across the Queensborough Bridge in Long Island City and only
ten minutes from the Grand Central Station. I am sure Mrs. Judson would
Dear Mr. Kipiffin,

Thank you for your note of the 14th inst.

I am glad to know that matters have come out in the right way with your bank. I'm sure that I can not expect to see you at the auction, but I was just teasing you for a reason of sympathy and to continue my hopes that you are doing very well.

I have been very much interested in your work. The 4th of July and I expect much interest to be piqued.

I am glad to know that you are going to be in New York next week and hope to be a guest at the dinner Friday evening. I hope I may hope how you can attend. I don't yet know where I have to go.

With complete best wishes,

Yours truly,

[Signature]

Mr. George M. Kipiffin
30 East 42nd Street
New York City
Chicago, February 12, 1916

Dear Sir:

At the suggestion of General William H. Carter, Commanding the Central Department, I am writing to ask if consideration may be given to a plan for a new shrapnel device devised by one of our leading science professors. I would not venture to bring it to your attention were it not for the fact that I have so great a respect for the sound scientific judgment of the gentleman in question. If I may lay it before you I will send the material at once.

Very truly yours,

H.P.J. - L.

Colonel Samuel McRoberts
Ordnance Department, War Department
Washington, D. C.
Dear Sir:

In the suggestion of General William H. McCorkle, Governor of the General Department, I am writing to see if communication may be given to a plan for a new

expansive service founded on one of our leading sciences.

I would not mention to you the fact that I have no great

attention woke if not for the fact that I have no great

respect for the many scientific knowledge of the

Department in decision. If I can get to position you

will send the material at once.

Very truly yours,

[Signature]

Governor Samuel McAdoo
Office of General Department, War Department
Washington, D.C.