one such document in connection with the school at Pelham Bay. The point of the request is that boys will be coming back from these camps into the colleges, and will be asking for recognition in terms of academic credit for work which they have done in these camps. The Commanding Officers and other government officers will be bombarded with individual requests for such information, which, if they attempt to supply it individually, will cause them great annoyance, and which, if denied, will greatly embarrass the colleges. If your Committee could and would secure this material promptly and issue it in bulletin form, it would greatly simplify the whole situation, and all inquirers could be referred directly to you.

Trusting that you will find it wise and practicable to give this suggestion immediate consideration, if indeed it has not already been taken up, and with kind regards,

I am,

Yours very truly,

J.R.A. - L.

General R. I. Rees
War Department
Washington, D. C.
one such movement in connection with the report of
the point of the audience. Is that you will
be coming from those camps into the college's and
will be making a special presentation in terms of student
work which they have gone in those camps.
The Commanding Officer and other Government officials
will be accompanied with initial requests for such
information which I hope you will make to apply if
initially will come from great enmity and which
it seems will greatly embarrass the college.
In your committee and your force this material
be told and hence in particular your responsibility
the whole situation and all inquiries can be
repeatedly gathered by you.

Writing that you will find if we do any business
be given this suggestion immediately consideration. If it does
I fear not already been taken up, and with kind regards,
yours very truly,

[Signature]

General W. D. O.
EDUCATIONAL WORK OF THE WAR WORK COUNCIL

FROM JANUARY 1 TO AUGUST 31, 1919

DURING DEMOBILIZATION

January 1919 marks the turning of the tide of educational service of the War Work Council in army camps. The demobilization program probably reached the greatest volume and highest efficiency about that time. After January, although the need for educational service both to home and overseas soldiers continued strong, the decline in that service set in and was increasingly rapid throughout the spring and summer. The decrease was caused by the increasing speed with which demobilization of the army was being carried on, by decreasing educational budgets, by the return of educational secretaries to their pre-war work, and by the general decrease of war work personnel all along the line. Emphasis during this period inevitably shifted from the formal educational program to the informal, and at the present time (September 1) the greater portion of educational service is of this informal variety.

The decrease in educational service in the field was reflected in the office of the Educational Bureau. Before May 1 Mr. Young, Mr. Roberts, Mr. Lovejoy and Mr. Trowbridge had left the work. In June Mr. Wilkins closed his successful directorship of the Educational Bureau. Since Mr. Pomeroy's departure about the middle of June, Mr. Raymond has carried on the declining activities of the Bureau. At this date (September 1) the Bureau as a separate organization is being discontinued.

EDUCATIONAL CONFERENCE

During this period of decline, however, valuable educational service has been rendered in the camps and some plans have been laid which may be of value in the post-war work of the Army and Navy. January 23 to 26 there was held in the office of the Bureau a conference of the educational directors of the six departments together with the members of the Bureau and some others interested in the work of the educational work of the Y.M.C.A. Four special committee reports were adopted by the conference. Each report had to do with one of the four great groups of the Army: the drafted men still in home camps, the returning overseas men, the large permanent detachments of the Army, and the men of the
Navy. Two minutes adopted expressed the opinion of
the conference that educational opportunities should
be offered upon a large scale to enlisted men in the
Army and Navy and that this work should be planned by
the government in co-operation with other bodies dis-
tinctively concerned with educational questions and
with civilian agencies offering educational oppor-
tunities. In one way and another the plans outlines
in these special reports of the conference have been
laid before officials of the Army and Navy, and the
co-operation of the Y.M.C.A. in carrying out the
plans has been offered. Although at the present
writing it is doubtful whether the Association will
have the opportunity of working directly with the
Army and Navy in their educational program, it is a
matter of congratulation that so many of the plans of
the Association have received favorable comment by
military authorities. No doubt these plans will be
largely used as the basis for future educational
programs in the Army and Navy.

LECTURES

During this period the most popular form of educa-
tional work and the one upon which most emphasis has been
placed is the educational lecture or talk. Between
November and April there were given in the camps of
this country about 12,000 lectures with a total
attendance of over 2,000,000. For a short time the
Educational Bureau had on its staff about twenty
lecturers who were being sent to the camps of all of
the six departments. The following list of topics
taken from the hundreds that were used by our speakers
will give some idea of the scope and variety of this
type of service:

Education as an Aid to Better Positions
The Making of a Motion Picture
Road-Building
League of Nations
The Great War
Experiences in War
Theodore Roosevelt and George Washington
Lincoln
France in the War
American Ideals
Overcoming Difficulties
Clean Living
Battlefields of Peace
War Athletics
Merchant Marine
The Passing of Kings
Lafayette to Pershing
Capital and Labor
The Citizen-Soldier and the Soldier-Citizen
Faith of America
Our Navy
What Makes a Country Prosperous?
Best Place in the World to Live
An Old Job and my New Attack
Value of a Trained Mind
After Victory - What?
Forestry
Clean Politics
France and the French
The Necessity of Allied Unity
Thrift and Health
Farming as a Vocation
The Need of Education
The Spirit of France
The Call to the Farm
Keeping Fit to Fight,
Turkey, China, Italy and the War
Mexico
Palestine
Russia in Dissolution
Hawaii

The lecture program worked out in co-operation with the morale branch at Washington (see last historical report) was continued during this period. A number of the prepared or "canned" lectures were printed in pamphlet form and distributed through the camps in large numbers.

Through arrangements entered into in March ten speakers were assigned by the Department of Agriculture to tour the camps of the six departments. The work of these speakers continued for a longer or shorter period through the months of April and May and part of June. Following is a list of the men who were thus assigned by the Department of Agriculture:

Mr. W. H. Burres, Eastern Department
Lt. C. L. Farris, Eastern Department
Mr. J. R. Hutchinson, Eastern Department
Prof. Richardson, Eastern Department
Mr. A. G. Smith, Eastern Department
Mr. H. J. Wilder, Northeastern Department
Mr. J. W. Cole, Southeastern Department
Mr. R. D. Bailey, Central Department
Mr. Levi Chubbuck, Western Department
Mr. H. L. McKnight, Southern Department

Reports from the field indicate that the work of these speakers was uniformly successful and highly appreciated. The conference work which these men did aside from their formal addresses to soldiers was especially helpful.

The National Bureau speakers, Dr. Henry K. Denlinger and Mr. A. G. Morse, have remained with us until September 1. The work of both of these men is to be highly commended.
PUBLICATIONS

Attached to and making part of this report is the May Bulletin of Educational Literature for use in camps. The material listed in this bulletin, unless otherwise specified, was published by the Bureau, most of it within the period covered by this report. A number of the publications have attracted favorable comment both from inside the camps and from outside. "Some Facts About the British" aroused considerable comment and discussion in the public press.

In connection with the morale lectures, book lists were prepared by the Bureau and by the American Library Association, and books corresponding to these lists were provided in the camps.

CITIZENSHIP - EDUCATION - OTHER PLANS

During the demobilization period, the Y.M.C.A. through its educational work made special effort to help in the solution of a number of serious domestic problems then facing the country. Among the more important of these were unemployment and the returning negro soldiers. Through the use of prepared lectures, through our field lecturers, both department and Bureau speakers, and through the use of placards and pamphlets, we attempted to prepare the returning soldiers for the duties of citizenship. Men who had been in our development battalion schools we tried to put in touch with educational opportunities back home. In many cases we were able to send names and addresses to colleges, universities, Y.M.C.A.'s, and other institutions who later could get in touch with these men. In the Northeastern Department, an ingenious and successful campaign of publicity was on in the attempt to get the soldiers to use their $60 bonus for educational purposes instead of spending it in other ways. The Y.M.C.A. assisted in the distribution of the Red Cross pamphlets entitled "When You Get Home" which were published in a number of languages. The Bureau also distributed a set of slides entitled "The Money Value of Education" by Prof. Ellis of the University of Texas. In co-operation with the American Library Association the Y.M.C.A. distributed the Home Reading Courses put out by the National Bureau of Education. Sets of slides were distributed on "Opportunities on the Farm". The States Relations Service of the Department of Agriculture loaned to the Bureau for camp distribution 25 sets of slides illustrating the extension work in agriculture and home economics carried on by this service. During this period the National Bureau office has sought to increase the efficiency of the work by relaying to department directors information concerning successful devices and programs reported in from the field.
If the data is not already in digital format, it may be necessary to manually input the information. This can be a time-consuming process, especially if the data is extensive. However, the accuracy of the output can be significantly improved by taking this step. Once the data is in digital format, it can be processed using various software tools, such as spreadsheets or databases. These tools allow for efficient sorting and analysis of the data.

In addition to data entry, there may be other tasks involved in preparing the data for analysis. For example, if the data is collected from multiple sources, it may be necessary to standardize the format of the data to ensure consistency. This can involve converting data from one format to another, or adjusting the values to match a specific scale.

Once the data is prepared, it can be analyzed using various techniques, such as statistical analysis, regression analysis, or machine learning. These techniques can help identify patterns and relationships in the data, which can be used to make informed decisions.

Overall, the process of preparing data for analysis involves several steps, including data entry, format standardization, and analysis. By following these steps, the quality and accuracy of the analysis can be improved, leading to more reliable results.
Late in the summer a noticeable revival of educational interest in the army camps was caused by a request coming from the War Department. This request took the form of an order to commanding officers that educational and vocational programs be set up in their camps and that welfare organizations be invited to furnish equipment and personnel without cost to the government. Naturally the effect of this order was uneven. In some camps whose commanders were enthusiastic, and where cooperation was possible, schools were soon in operation. In many others little has been done up to the present time. Wherever budgets and personnel admitted, the Y.M.C.A. has co-operated in this program of the army. In connection with this work there has been some rivalry between the different welfare organizations represented in the camps. It is thought that this plan is preparatory to the establishment, after the war period, of educational work on a large scale under the control of the army.
MAY BULLETIN
OF
Educational Literature
for Use in Camps

EDUCATIONAL BUREAU, NATIONAL WAR WORK COUNCIL
Y. M. C. A.
347 Madison Avenue, New York City

HOW TO ORDER

In making your requisitions for Educational Literature the following is the proper procedure.

1. Camp Educational Director incorporates all the needs of the Camp for Educational Literature in one requisition to Camp General Secretary; and sends to the Department Educational Director a carbon of the requisition as approved by the Camp General Secretary.

2. Camp General Secretary signs these requisitions and in turn sends them to the Stores Control Office in the district in which his camp is located (i.e., Northeastern, Eastern, Southeastern, Central, Southern, or Western Department Headquarters).

3. Each Department Headquarters through its Stores Control department, and from its own warehouse, supplies the needs of the camps in its district. It is essential therefore that each department Stores Control Office be sure that its warehouse is ready for whatever requisitions come in, and it is asked to endeavor as much as possible to make its orders to the Stores Control in New York in ample time so that its stock may not be exhausted and hurry orders for literature be made.

LITERATURE CHARGED TO CAMPS

All educational literature used by camps is billed to the camp and charged against the operation expense of the Educational Work. Care should therefore be used so that no literature will lie useless on the shelves in camp.

The Camp Educational Director will estimate the literature required and include its cost in the budget for Educational Work, which is made up periodically.

COST OF LITERATURE

The approximate cost per copy of each book or pamphlet, according to the latest information available, is indicated below. These prices vary from time to time, according to the cost of production. Therefore camps can not be absolutely certain that the charges made against them will be exactly as budgeted for.
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Price per thousand</th>
</tr>
</thead>
<tbody>
<tr>
<td>GENERAL</td>
<td>Aim Straight</td>
<td>$6.25</td>
</tr>
<tr>
<td>ENGLISH</td>
<td>Camp Reader, Revised Edition—Spaeth</td>
<td>$160.00</td>
</tr>
<tr>
<td>FRENCH</td>
<td>Liberty French</td>
<td>$35.50</td>
</tr>
<tr>
<td></td>
<td>French Coins (Cardboard Models)</td>
<td>15 cents per set</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>Essentials of Algebra and Geometry—Morgan</td>
<td>$170.00</td>
</tr>
<tr>
<td></td>
<td>A Short Course in Trigonometry—Young and Morgan</td>
<td>(in preparation)</td>
</tr>
<tr>
<td></td>
<td>The Metric System</td>
<td>$23.25</td>
</tr>
<tr>
<td>HISTORY</td>
<td>The Little Book of Our Country—Tappan</td>
<td>$45.00</td>
</tr>
<tr>
<td>CITIZENSHIP</td>
<td>America Joins the World: Selections from the Speeches of President Wilson, 1914-1918,</td>
<td>$48.50</td>
</tr>
<tr>
<td></td>
<td>What Secretary Baker Says to Men in the Home Camps</td>
<td>$2.35</td>
</tr>
<tr>
<td></td>
<td>The Soldier-Citizen and his Home Town—Anberg and Allen</td>
<td>$14.00</td>
</tr>
<tr>
<td></td>
<td>How American Citizens Govern Themselves—Beard</td>
<td>$19.00</td>
</tr>
<tr>
<td></td>
<td>Liberty and Responsibility—Keller</td>
<td>$10.10</td>
</tr>
<tr>
<td>ECONOMICS</td>
<td>Some Essentials of Prosperity—Franklin</td>
<td>$19.50</td>
</tr>
<tr>
<td></td>
<td>Money and Wages—Keller</td>
<td>$23.00</td>
</tr>
<tr>
<td></td>
<td>Labor and Prosperity—McCabe</td>
<td>$19.50</td>
</tr>
<tr>
<td></td>
<td>The Business of Farming—Keller</td>
<td>$10.10</td>
</tr>
<tr>
<td></td>
<td>Thrift and Insurance—Keller</td>
<td>$8.00</td>
</tr>
<tr>
<td>EDUCATION</td>
<td>Where Do We Go from Here?—Ryan</td>
<td>$9.30</td>
</tr>
<tr>
<td>PAMPHLETS FOR COLORED TROOPS</td>
<td>A Greeting to Our Colored Troops—Morris</td>
<td>$7.50</td>
</tr>
<tr>
<td></td>
<td>Demobilization and the Negro Soldier—Scott</td>
<td>$3.70</td>
</tr>
<tr>
<td>MISCELLANEOUS</td>
<td>Some Facts about the British</td>
<td>$7.50</td>
</tr>
</tbody>
</table>

The following books, though not kept in stock by the Headquarters Stores Control, are recommended:

- Country Life Readers—Stewart (B. F. Johnson)
  - First Book, .20; Second Book, .30; Third Book, .40.
- Practical English for High Schools—Lewis and Hosie (American Book Co.) .75
- Vocational English—Bowlin and Marsh (Scott, Foresman & Co.) $1.12
- First Spanish Course—Hills and Ford (Heath) $1.25
- Camp Arithmetic—Roehm and Buchanan (Southeastern Department, War Work Council, Atlanta) Parts I-V $67.50 per thousand
- History of the United States—Gordy (Scribners) $1.00
- Preparing for Citizenship—Guiteau (Houghton-Mifflin) .75
- Our Neighborhood: Good Citizenship in Rural Communities—Smith (J. C. Winston) .80
- Shorthand—Gregg (Gregg Publishing Co.) $1.50
In September 1918 the Educational Bureau was reorganized. Mr. Orr and Mr. Easton left the Bureau. Professor Ernest H. Wilkins of the University of Chicago became Director, Professor A. C. Trowbridge of the University of Iowa became Associate Director, Professor E. C. Armstrong of Princeton became Director of Instruction in French, Professor A. C. Lovejoy of Johns Hopkins became Director of Lectures. In October the staff of the Bureau was completed by the addition of Mr. E. D. Roberts, Assistant Superintendent of Schools in Cincinnati, as Director of Instruction in English, Professor J. W. Young of Dartmouth as Director of Instruction in Mathematics, and Mr. W. W. Pomeroys as Assistant Director. An Advisory Committee was appointed, consisting of President W. A. Jessup of the University of Iowa, as Chairman, Dr. S. P. Gapen of the Bureau of Education, Professor Amos Halsey Stokes of Yale, and Mr. Frank V. Thompson, Superintendent of Schools in Boston.

In September the Northeastern and Central Departments, which had not theretofore had Departmental Educational Directors, appointed, at the urgent request of the Bureau, Professor E. B. Greene of Dartmouth, and Mr. D. W. Springer of Ann Arbor, to these positions, thus completing the set of six Departmental Educational Directors. These men were called together for conference for the first time early in October.

The main policies of the reorganized Bureau were first, service as a center from which good methods reported from one part of the field, or plans originating in the Bureau, might be transmitted to all parts of the field; second, the maintenance of close relations with the several offices and agencies of the War Department concerned with educational matters; and third, the standardization of texts and methods in the different camps. For such standardization there was great need. Thithereto, even in English, French, and Mathematics, the subjects most universally studied, there had been no attempt at standardization. Each camp had made its own choice of texts, or had worked out its own texts.

The Bureau set about the preparation of standardized texts in English, French, and Mathematics. The standardized French text, "Liberty Franch", was published by the Association Press early in November; and a text prepared at Fort Oglethorpe, "Camp Arithmetic", by Roehm and Buchanan, was accepted as a standard text in arithmetic. The other texts were not actually issued until 1919.

During the last four months of 1918, the educational work in the camps consisted, as previously, of four main types of service; class work, lectures and talks, library management, and bulletin and map service.

Prior to the signing of the armistice, the class work consisted chiefly of instruction in English for foreigners and illiterates, both within and without the Development Battalions (since General Order, No. 45, made optional, not mandatory, the sending to the Development Battalions of men lacking in knowledge of English, a very large number, probably over fifty percent, of the able-bodied men who needed English instruction, were not sent to those battalions), instruction in French and instruction in mathematics.
General courses, such as history and civics, and vocational courses, such as typewriting, stenography, automobile repairing, and animal husbandry were given locally.

On September 28th there was issued, as a result of representations made by the Director of the Bureau (as Chairman of the Committee of the Modern Language Association of America on Romance Language Instruction and the War) a general memorandum from the Adjutant General of the army, addressed to all camp commanders regarding the desirability of the study of French. This memorandum would have proved of great benefit to the work in French had the shipment of men to France continued.

Lectures and talks were, in general, of one of two types, the first type, directly concerned with the development of military morale, dealt with the war and the justice of our cause, those of the second type were purely informational.

The management of periodical rooms and of hut libraries supplied with books by the A.L.A. continued as previously. The excellent service of the Kanyon Map Company, by which a new and up-to-date map illustrating some phase of the war was supplied each week to each subscriber, was extended to nearly all huts.

Through September and October, however, the opportunities for educational work, factory class work and lectures, were greatly limited by the epidemic of influenza and the resulting quarantines.

The signing of the armistice resulted in very great changes in the educational work, and the Bureau and its representatives in the field endeavored to adapt the work quickly and effectively to the new conditions. All work suffered a brief eclipse; but soon thereafter, it became evident that the relaxation of military pressure really made possible and desirable a larger educational service than before; and such service was planned with the dual purpose of helping to maintain the morale of the restless men in camp, and of fitting them for the return to civilian life as good citizens.

With the disbandment of the Development Battalions, the very promising work in English, which had been carried on in those Battalions, came to an end; but the work in English with the other units developed very considerably. Classes in French diminished sharply. There soon began, on the other hand, a very considerable demand for vocational courses of various sorts, and the demand was met, as far as possible, by the establishment of very brief courses in the desired subjects.

During this period, there developed in the Southern Department the idea of the Central Camp School. This involved, for large camps, the abandonment of classes in the individual huts, and the concentration of class work of a given type in a single place. This plan permitted greater efficiency and completeness in the conduct of the classes. Commanding officers proved ready to detail men to attendance upon such schools. This plan was established successfully in Camps Travis, MacArthur, Pike, and in the marine camp at Galveston, and plans essentially similar were worked out elsewhere. There is attached hereto a copy of the daily schedule of the Central Camp School at Camp Travis. The plan of a Central Camp School was recommended by the Bureau to all departments.

The lecture service was now devoted primarily to the presentation
of the opportunities and duties of citizenship. As before the armistice, the greater number of speakers in camps were recruited locally by Camp or District Educational Directors. A much larger proportion of the speakers than heretofore consisted of men from within the camps—officers, enlisted men, and Y.M.C.A. secretaries. In many camps, a special group of Y.M.C.A. secretaries, found to be the best speakers among these in camp, were relieved from most, or all, other duties, and detached from any single hut, in order that they might devote themselves to the educational work now being carried on, as speakers, class leaders, etc. The number of lectures per week was greatly increased.

The locally recruited speakers were supplemented by lecturers furnished by the several department headquarters, and by others on the staff of the Educational Bureau, who were assigned for limited periods to the departments in which they seemed most needed. Several speakers were secured with a special view to work with colored troops.

For the use of speakers locally recruited, the Educational Bureau prepared and distributed lectures written by various carefully selected authors. These lectures were variously issued in the camps. Usually the material contained in them was studied and reworked by camp speakers into a personal form of presentation. The lectures of this type, issued by the Bureau prior to the end of December, were the following:

- The Benefits of Government, Law and Order
  - By Capt. A. G. Keller
- Law and Order Between Nations
  - By Capt. A. G. Keller
- Democracy vs. Autocracy
  - By William Mother Lewis
- "Since We Did Not Need to Die for America, Let Us Live for Her"
  - By Ira Janathith
- The Passing of the Kings
  - By Capt. A. G. Keller
- Service and Self-respect
  - By Capt. A. G. Keller
- National Modesty and Fairness
  - By Capt. A. G. Keller
- How American Citizens Govern Themselves
  - By Dr. Charles A. Beard
- Some First Principles of Economics
  - By Dr. Fabian Franklin
- Money and Wages
  - By Capt. A. G. Keller

Copies of all these lectures were sent to the office of the Third Assistant Secretary of War, and to the Morale Branch of the General Staff.

Commanding officers, in several instances, detailed men to lectures. At Fort Oglethorpe, for instance, the commanding officer detailed every man in camp five days in a week, one hour per day, to hear addresses by men brought to the camp by the Y.M.C.A. This involved six audiences per day, from 2,000 to 2,500 men each. The hours of lectures were 9:30 and 10:30 a.m., and 1:30 and 2:30 p.m.

Various other efforts to support morale were made. A folder containing a passage from Secretary Baker’s address at Camp Humphreys was printed and
widely distributed. Placards designed to stimulate citizenship morale were posted in Y.M.C.A. huts. A typical legend is "The World Needed Good Soldiers—It Got Them. Now It Needs Good Citizens—Carry On!"

Educational Secretaries, in particular, were urged to cooperate with military officials in the presentation of the desirability of retaining government insurance; and to cooperate with the representatives of the United States Employment Service in calling the benefits of that Service to the attention of men about to be discharged.

A new and large type of educational service developed in the furnishing to the men in the camps of information regarding opportunities for education after the return to civilian life. This work, however, though initiated in December, developed largely only in the following month.
Educational Work in the Camps in This Country

Since the Armistice.

The manifold educational work carried on by the Y.M.C.A. in the camps and naval stations in this country did not, by any means, come to an end with the signing of the armistice. When the smoke of the celebration cleared away, the men found themselves less occupied than before with military duties and much more interested in the affairs of civilian life. So classes started up again, lectures were more and more largely attended, more time was found for reading in the hut libraries, and the three or four hundred educational secretaries found themselves expected to serve more than ever as walking encyclopedias.

But there was a difference in the questions, in the reading, in the lectures, and in the classes. The men who had come in for the war were keen now to get back home, and the aim of the educational work was both to help in maintaining their morale while they remained in camp and to fit them for the return to civilian life.

Between the 11th of November and the 1st of April about 100,000 different men took courses given by the Y.M.C.A. in the camps in this country. All sorts of men and all sorts of courses—courses in English, business, public speaking, French, Italian, Spanish, arithmetic, algebra, geometry, trigonometry, history, civics, geography, penmanship, physics, chemistry, and vocational subjects.

The English classes for the foreign-born and for American illiterates have been the largest of all. The Y.M.C.A. men know from experience how astonishingly large a proportion of the foreigners within our gates do not know our language, and remain as unconscious of American interests, and as untouched by the spirit of America as if they still lived in the
Sicilian fields or on the Russian Steppes, or in the crowded old world cities from which they or their parents came. And the Y.M.C.A. men know too, how astonishingly large a proportion of the native-born Americans can not read or write their language that they speak.

It is a moving sight to see these men at work. Greeks, Czechs, Lithuanians, Ruthenians, Poles, Russians, Italians, Turks, Swedes, Norwegians, every class of Russians, American negroes and American whites are together for class, a little Peace Conference. They work away with their brows bent, with pencils restless in their awkward hands, poring over their books or gazing in open-mouthed, desperate eagerness at the teacher, more and more ashamed of their ignorance, delighted by progress, delighted by any evidence of progress, immensely satisfied at the first signing of the pay roll, unspeakably proud of the first letter home.

We have now for these classes what we believe to be the best book yet made for the study of English by adult foreigners. The Camp Reader by Spaeht of Princeton, who served for a year as Educational Director in Southeast camps.

This English work should be kept up with these same men in the communities to which they return. We are doing what we can to bring this about by securing from the camps the names of men enrolled in English classes and relaying them both to local Y.M.C.A.'s and to the Bureau of Education at Washington which transmits them to local school authorities.

Classes in French had been booming just before the armistice. The Secretary of War had just issued a memorandum to all camp commanders pointing out the desirability of instruction in French for men going overseas; and a standardized text, Liberty French, was just ready to supplant the extraordinary jumble of poor French manuals previously in use in the camps. But as the prospect of overseas service died away, the interest in French
declined swiftly.

Business and vocational courses, on the other hand, came immediately into favor. Classes in typewriting and in gas engines have been by far the most popular of all, but courses have been given also in shorthand, bookkeeping, salesmanship, commercial law, advertising, printing, mechanical drawing, carpentry, automobile mechanics, moving picture operating, telegraphy, radio, surveying, agriculture, and other subjects still.

For work in naval stations, where mathematical training is particularly important, we have prepared special texts, notably a set of six lessons in the "Essentials of Algebra and Geometry," by Morgan and Young of Dartmouth, which carries one through in the quickest possible time to the study of trigonometry, which is wanted by so many of the men in the Navy.

But the type of educational work that has shot to the front since the armistice is the lecture—by which is meant any sort of educational talk. Between the 11th of November and the 1st of April there were given in the camps in this county about 12,000 lectures, with a total attendance of over three million. The men in the camps will listen eagerly to any speaker who knows what he is talking about, and it happens again and again that a little informal crowd around the speaker, after the lecture, will keep him plied with questions for a longer time than the lecture itself required. One audience recently, after listening to a speaker for an hour's talk, and a half hour's discussion, refused to allow a scheduled movie to begin and insisted on continuance of the discussion.
But although there has been so wide a variety in topic, there has, nevertheless, been one main theme to which the great majority of the lectures have been related: the theme of citizenship, its opportunities and its responsibilities. Many of the leading speakers who traveled from camp to camp bore just this message, and it has been the burden of the talks given by Y.M.C.A. men and others from within the camps. Sometimes the plea has been for the approach to problems of citizenship in the same spirit of patriotic service that has been developed through the war; sometimes there has been definite suggestion as to lines of civic activity, or explanation of the basic facts of the economic problem, or discussion of international citizenship. The value of this work was recognized not only by the men themselves, but by commanding officers as well. In several camps men were detailed for attendance at such lectures. At Fort Oglethorpe, for instance, the commanding officer for a time detailed every man in camp for one hour a day, five days a week, to hear addresses by men brought to the camp by the Y.M.C.A. This involved six audiences per day, of 2000 or more men each.

For the assistance of local speakers, the Educational Bureau prepared, with the cooperation of such men as Dr. Fabian Franklin, Keller of Yale, Beers of Columbia, McCabe of Princeton, and H. G. Moulton of Chicago, a series of "canned" lectures which were sent out to the camps, and there "uncanned" and served according to the taste of local audiences. Several of these lectures have now been reprinted as pamphlets and are being widely distributed in the camps.

Several other pamphlets, too, of an educational nature, have been prepared and distributed. One for instance, is "The Little Book of Our Country," by Eva March Tappan, which tells admirably in less than a hundred pages the story of the United States. Another, "America Joins the World" consists of selections from the speeches of President Wilson, edited by Lovejoy of Johns Hopkins—who served until the 1st of March as Director of Lectures for the Educational Bureau. Another, "Some Facts About the British," is intended, by a plain statement of these facts, to counteract the anti-British sentiment which appears—to an extent that indicates sinister propaganda—among returning troops. Others are especially designed for colored troops. Perhaps the most successful of all is "The Soldier-Citizen and His Home Town," by Miss Amberg and Dr. Allen of the Institute for Public Service, a booklet of some forty pages, each one of which is virtually
Scores of topics have been treated. Here are some of them—

Education as Aid to Better Positions.
The Making of a Motion Picture.
Road Building.
League of Nations.
The Great War.
Experiences in War.
Theodore Roosevelt and George Washington.
Lincoln.
France in the War.
American Ideals.
Overcoming Difficulties.
Clean Living.
Battlefield of Peace.
War Athletics.
Merchant Marine.
The Passion of Kings.
LaFayette to Pershing.
Capital and Labor.
The Citizen Soldier and the Soldier Citizen.
Faith of America.
Our Navy.
Best Place in the World to Live.
My Old Job and My New Attack.
Value of a Trained Mind.
After Victory—What?
Forestry.
Clean Politics.
France and the French.
The Necessity of Allied Unity.
Thrift and Health.
Farming as a Vocation.
The Need of Education.
The Spirit of France.
The Call to the Farm.
Keeping Fit to Fight.
Turkey.
China.
Italy and the War.
Mexico.
Palestine.
Balks in Dissolution.
Hawaii.

There have been hundreds of lectures, on individual vocations, organized often into series lasting a week or more. Talks on Current Events have been given widely and frequently. In some units such a talk forms part of every evening program.
a little poster calling attention to some one line of civic responsibility. This is now being distributed, not in the camps themselves, but on the troop trains which run from debarment to demobilization points.

We have distributed also thousands of pamphlets of an educational character provided by governmental departments, by the Association of American Colleges, the National Security League, the World Peace Foundation, and other bodies.

Educational material of various sorts has been supplied to the soldiers' newspaper, Trench and Camp, published in partially identical editions in the large cantonments.

Posters and bulletins have been utilized to drive home educational messages. The placard which has been most widely used reads: "The World Needed Good Soldiers — It Gave Them — Now It Needs Good Citizens — Carry On." Another, designed for posting at entrainment points, reads: "All Aboard for the Front in Life — Watch your Step."

Three hundred huts or more have received the serial service of the Kenyon Map Company, by which a new and excellent map, illustrating some portion of the world concerned in the news of the time, is provided once every week. Maps have been magnets to the boys in camp all through the war.

Exhibits have been circulated from camp to camp: collections of cartoons, an illustration of the make-up of the peace conference by means of a special use of postage stamps from different countries, and charts illustrating the different vocations.

The educational movie has told to large and attentive audiences its stories of industry and travel and history and civic enterprise.

The educational secretaries in particular have tried to keep before the men by four-minute speeches, by personal talks, by posters, bulletins,
and in still other ways the constructive plans of the United States Employment Service, the Department of Agriculture, and the War Risk Insurance Bureau. With regard to employment, we have used from the start the two slogans: "Back to the Home Town and the Old Job," and "Back to the Farm."

The educational secretaries have arranged also more or less formal bureaus of information regarding the educational opportunities open to the soldier upon his return to civilian life—in regular schools and colleges, in business schools, in correspondence schools, and in city Y.M.C.A.'s.

Throughout the period, we have had to deal with four classes of men. The class which was at first the largest—the drafted men in the home camps who had never been overseas—has gradually diminished and is now virtually out of existence. The returning troops from overseas began to pour in by January, and their number is now considerable at all times. Their stay in camp is too short for class work, but they need and welcome the lectures and other types of educational work referred to. The third class, of large proportions and gradually increasing importance, consists of the men who are in camp for permanent or long term service—detachments of the regular army, depot brigades, and labor battalions; and the fourth class consists of the men in naval stations, whose numbers remain almost as high as during the war. For the men of these last two classes, the whole educational program is maintained, so far as local opportunities and the rapidly diminishing resources of the War Work Council will allow.

EHWA MI

Director.
How English Lords are Becoming Progressive

In the English House of Lords on February 19th and again on February 25th of this year, the day was given over to a discussion of the Labor Situation.

The most striking characteristic of the discussion was the progressive attitude displayed by the speakers.

Below are quoted a number of typical utterances, as reported in the London Times:

**Education Needed by the Capitalist**

*Earl Russell said:*

It was not so much Labor that wanted education—although a great deal of education was wanted there—as it was the class of the capitalists and the governing bodies of the country themselves. And newspapers practically never gave a fair representation of Labor conditions, or of any Labor disputes.

Labor could no longer be met with sneers and jibes.

**The Advantage of Shorter Hours**

Shorter hours honestly worked, giving time for healthful recreation, offered an advantage that could not possibly be overestimated. Unrest was due to a misunderstanding, which destroyed the mutual confidence which should exist between employers and employees.

There was no need so urgent at the present day as that of bringing employers and employed together. He could not help feeling that some of the speakers had not quite realized how revolutionary the movement was. It was going on long before the war.

Socialist Sunday-schools had worked for many years, and many thousands of men and women in this country had been induced to believe that the employer was the real enemy, and that if Capital were destroyed there would be virtual prosperity.

**Labor Rightly Suspicious**

*Lord Willoughby De Broke said:*

He hoped that some means would be found for a settlement of this question, but the price paid should not be too high. He had nothing but honor for what Labor was striving to get. But they were ignorant and suspicious.

In a great many ways they were rightly suspicious, and if they were ignorant, it was not their fault, but of those who should have been their leaders.

**Improved Production the Basis of High Wages**

*The Earl of Crawford said:*

Much had been done; more, perhaps, than people knew. Great reductions in hours had already been arranged. The public was not aware how much had been achieved. Today, in such large industries as coal-mining and railways, no fewer than 3,000,000 employees were under agreements covering the hours of their labor. Other trades were in process of getting reduction. Uniformity could not be granted without very close scrutiny.

But one condition was essential to lasting improvement, not only in railways and mines, but throughout industry as a whole. There must be improved production.

Improved production was the basis of high wages and better conditions. Every possible concession would be made, but, on the other hand, Labor should not shrink from taking its share in responsibility.

**A New Day in Industry**

*The Archbishop of York said:*

We had to recognize plainly and frankly and courageously that the time had come when we must prepare the way for the introduction of a new spirit, a new system, into industry as a whole.

The great masses of the working people were fearful lest, in the stress of the greatly increased production rendered necessary by the war, the hopes and desires for a better industrial England should be forgotten.

They would make a great mistake if they supposed that what the great mass of the workers desired was a mere increase in the comforts of life and rates of wages or the shortening of hours of labor.

What was wrong in the nineteenth century was that the conditions dehumanized the workers.

What was needed in the twentieth century was to humanize the worker generally and to improve the conditions of industry.

Workmen were asking that their position in industry should be comparable to the position of responsibility and trust which was given to them in the citizenship of the country.

Industry must no longer reflect autocracy, but more closely reflect democracy, with all its risks and imperfections.

Let the men and the masters get round a table and be in touch day by day and week by week, so that they would always be in a position to consider any cases of dispute.

**Labor to Share Profits and Losses**

*Lord Ribblesdale said:*

That the remedies which had been suggested might be good in their way, but were only in the nature of prophylactics and palliatives; they did not touch the spot.

Beyond and above that he should not only like to see Labor admitted to a greater share of the profits of Capital but also to share in the responsibilities and vicissitudes and the administration of industry.

In short, by legislation or otherwise, we have got to run this country industrially on a profit-sharing basis. That was the only way, to his mind, to stimulate output and stabilize Labor.
NOTES AND CLIPPING S

THE WORKER NOT A MACHINE TO BE KEPT WELL OILED

Lord Leverhulme, head of a great manufacturing company, said:

We should bear in mind that the workman was not a machine to be kept well oiled with high wages and good housing. Every aspiration of the workman to-day would lift him higher and make him have new aspirations to-morrow. We should always have labor unrest if we were to be a healthy community.

If they were to prevent strikes, it was their duty to see that the worker was properly acquainted with the conditions under which he worked and the conditions which affected a rise in wages.

Many of the workers were at present obsessed with the idea that their best interest was in limiting production. They thought that excessive production, full warehouses, meant unemployment—an entirely false view. In the United States wages were much higher because the trade unions there did not place any limitations upon output. There they did not object to a man's output being as great as ever he liked.

The figures of production per worker in this country and in the United States showed that the output per workman there was considerably more than three times that of workers in this country.

* * *

WEALTH CREATED BY MIND

Viscount Haldane, former Lord High Chancellor of Great Britain, said:

Neither labor nor capital created wealth. Wealth was created by mind almost wholly. It was the organized mind that made the money, and the person who really put the money into his pocket was somebody who had contributed very little to the process by which the work was produced.

To the minimum of wages and hours they must add the minimum of knowledge, without which workers could not make the most of their lives.

The industrial side of this question could not be separated from the spiritual side. If production were to be increased the workmen must get better hours, better homes, and better education. One of the great troubles was that the working classes did not believe a word that was said to them.

* * *

WORKERS TO KNOW PROFITS

Lord Northampton, Director of Ship Yard Labor and a prominent economist, suggested that all employers should from time to time place before their workpeople a balance-sheet, showing exactly what the business was producing in the way of profit.

At the present moment the workpeople were under the impression that all the profit made in the business went in buying theatre tickets and so on for the employer. They forgot that most of the profit went back into the industry for its future development. He appealed to the employers as a whole to begin some sort of co-partnership scheme.

The British Definition of "Voice in Management"


Of special significance is the expression, "voice in management." According to the preponderant view of both employers and employees in Great Britain, this phrase signifies only that workmen or their representatives should be heard in connection with the management of matters intimately affecting the workmen, such as the hour of beginning the day's work, a matter on which the shop committees want to be consulted (not length of hours, which is a question for collective bargaining between the unions and the associations of employers), sanitary conditions, safety matters, etc.

In the mind of the average British workman, the phrase "voice in management" does not, therefore, as at present generally understood in America, extend to matters purely commercial or administrative, nor to such questions of business policy as expanding to new markets, purchase of material, selling prices, additional investment in plant, etc. In other words this phrase pertains to what we call "shop conditions." It does not extend to what are sometimes termed matters of organization and administration.
How English Labor Leaders are Becoming Constructive

While the utterances of the members of the House of Lords are more and more progressive, there is a notable tendency toward conservatism in the speeches of the responsible labor leaders in Great Britain, as will be seen from the following quotations:

Mr. J. R. Clynes, Secretary of the Lancaster Gas Workers and General Labor Union, speaking before the House of Commons on March 19th, said:

He would like to express frankly what he thought was a delusion in the working-class mind. It was that, as we could spend so many thousand millions in a few years in the prosecution of the war, we had unlimited financial means for meeting any kind of demand which might be made on the financial resources of the nation.

The working classes, in their own interests, ought to understand that the war had left an enormous burden of debt, and not an enormous collection of wealth.

The nation could not continue to live upon its indebtedness. Our escape from these difficulties could be found only in a greatly increased volume of production.

If we were to have the new social order which people talked about there must be a mingling of sacrifices on the part of all classes in the community. The workers would insist on a higher standard of existence in the future.

It would be a good thing if they would turn their minds to new ideas of production, and accept changes which would increase the national volume of wealth.

A Labor Leader's View of Strikes or Reason

Mr. G. H. Roberts, the Food Controller, and a prominent labor leader, speaking at a staff dinner held on February 4, 1919, said:

To-day it seemed to be advocated that the workman should strike first and proclaim his demands thereafter. That was a foolish and a criminal policy. By such a policy the employing classes were not being injured, even assuming that they should be injured. Such a policy destroyed the very foundations of society. Unless the reasonable men in the trades union movement and among the employers came together and resisted these methods, then we could start writing the decline and fall of the British Empire. He was all for high wages for a reasonable number of hours.

Workers had now to recognize that they could not have more than they produced. There were some people who seemed to want their fellows to believe that the less they produced the more there was to divide. That was quite a fallacy.

The employers would be well advised if they took the workers more into their confidence. Profits did not roll into the firms' safes like beneficent rains falling from Heaven. These profits represented initiative and enterprise on the part of the heads of the firms.

—London Times, Feb. 5.

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The Common Enemy of Labor and Capital

Again addressing the members of the American Luncheon Club on February 15, 1919, Mr. Roberts said:

Those who prated so much about democracy and freedom were often the worst autocrats when they obtained the power. Some who were getting alarmed to-day had not been too careful in their language in the past.

They must realize that if they preached rebellion to-day they were bound to reap rebellion at some time or other.

Never were employers more willing to enter into cooperation with their workpeople than at present, and Labor should shape its course accordingly.

* * *

Two Dangers Confronting Industry

Mr. J. H. Thomas, General Secretary of the National Union of Railwaymen at a mass meeting of Railwaymen on February 9, 1919, said:

There are two dangers we are faced with. On the one hand are those people who cannot read the signs of the times, the reactionaries who believe they were born to govern, and that they must enjoy the best things of life, and what is left is good enough for the others. The days of those people are doomed.

There are those who believe you can revolutionize by more industrial trouble or introduce what is called the Russian method into this country.

I am as bitterly opposed to the one as to the other, because I believe both are dangers and must be fought, and that both are against the best interests of the working classes. I plead with you railway men and women of the country not to take the law into your own hands.

The essence of democracy is to be loyal to those you have put into authority. Any other way will lead to disaster.

A Sign of the Times

In a cable despatch in the New York Times of June 27th, describing the presentation of honorary degrees at Oxford University, England, the following appeared:

"For Pershing and Hoover there were hearty cheers and a still warmer welcome met Joffre, Haig, and Beatty; but perhaps the surprise of the day was the enthusiasm with which Clynes was received. It was surely a sign of the times that Oxford, 'The Home of Lost Causes,' should take this radical reformer to its bosom."
The Situation as Seen by the Prime Minister

Mr. David Lloyd George

Mr. Lloyd George, speaking at a conference representative of capitalism and labor at Westminster on February 27, 1919, said:

What are the other contributory causes of unrest? They have already been referred to here—a determination common to all workers in the community to secure a higher and a better standard of life in the future, and that comfort and well-being shall be more evenly distributed.

During the war there is no doubt at all that they have won better conditions in many respects. They are determined that they will not go back to the old conditions. That is the point.

There is another condition which they have won during the war which they mean to make permanent in so far as it is possible to establish that condition in any industrial community. During the war they have been removed for four and one-half years from the terrible dread of unemployment, and it is only those who have lived in industrial houses who can realize what a horror that prospect is. Now peace has been established and the spectre reappears and there is a general feeling that something must be done to suppress it, to destroy it, to eliminate it forever out of the lives of the workers.

A Suspicious Atmosphere

There is an atmosphere of suspicion which must be removed.

I have had a good deal of experience of industrial disputes, and I have always found that the inherent difficulties of a dispute were not great as long as you could remove the suspicion out of the mind of the worker and out of the mind of the employer that the other was trying to get the better of him.

The employer thought the worker was trying to bluff him and the worker thought that the employer was somehow or other trying to get the better of him.

Something has got to be done to clear the air, to clear the atmosphere of suspicion.

I have never seen a quarrel yet, and as a lawyer I have had to settle many, where the fault was entirely on one side. Never!

I think the employers would do better if they trusted their workers more about their business. The workman thinks that something has been kept back from him, that the whole of the facts are not before him.

An Appeal for More Trust

You will never re-establish industry in this country and get everybody to do his best until you find that they have all got an interest in the concern, then they feel that they are all working for that common interest, and in working for that industry they are working for the State, they are working for the country and the well-being of everybody in the land.

I appeal to the employers to take the workmen more into their confidence as to the conditions of industry, as to the difficulties of industry, and let them know what the difficulties are. There is plenty of common-sense in this country.

Increased Production and Lower Wages

Mr. Lloyd George, at a meeting of the Joint Industrial Commission on March 4, 1919, said:

It is confidence that you want to breed. If you get that confidence it will make the workmen feel that if there is an increased productivity the employers will not come round next quarter day, or perhaps next year, and say, "Ah, here you are earning too much, and therefore down goes the level of your wages."

That has done more harm in the past than anyone can imagine, and it takes a long time to get the suspicion that is bred by that kind of conduct out of the minds of the workmen of the country.

You must get it out by establishing a complete understanding that will make it possible for the workman to feel that the greater the productivity of the country the greater will his prosperity be, as well as the prosperity of the employer.

The Fear of Unemployment

Then there is the fear of unemployment, which I believe has gone more deeply into the minds of the working classes and impressed them more deeply than almost any problem in modern society, and I can understand it. There are so many who have gone through experiences of unemployment that the dread of a repetition of it haunts them through life.

You have only to use your imagination and put yourself in the position of a workman who is out of work, say, for two or three months without a penny piece except what he can get on the credit of the tradesman who relies upon his honesty.

What he has suffered under those conditions only those who have lived and worked among the working classes in working-class areas can possibly realize. We ought to banish that. It ought to be done, it can be done.
Striking Utterances on Industrial Conditions by Representative Englishmen

**Benevolent Despotism Not Wanted by Workers**

The Bishop of Birmingham in a letter to the London Times on February 26, 1919, said:

What is wanted by the workers is that they should be frankly recognized as partners in the great industrial scheme. The day has gone by in which people were satisfied to live under even the most benevolent despotism.

Confidence, full information as to the state of the business for which a man is working, an appeal to earnestness based upon the mutual benefit which will follow upon good results—these and such-like marks of comradeship are the things which will breed friendship and move the workers to give of their best.

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**The Fallacy of Limitation**

Mr. A. F. Yarrow, Chairman of Yarrow & Co., shipbuilders, in a letter to the London Times on March 14, 1919, said:

It must not, however, be overlooked that the present unrest is not solely due to the action of the workmen, but is partly the fault of the employers.

There is a feeling among a large number of men that their employers do not show them the sympathy which they might reasonably look for; and there is no doubt that many employers feel but little sympathy with their workpeople, or, if they do sympathize with them, they take no trouble to show such feeling exists.

Human sympathy is best proved by coming into direct personal contact with the men, not in groups, but, by preference, singly; and it falls to the employer to take the initiative in thus securing interchange of ideas. In business it is found desirable that the principals come into direct communication with one another; in industrial life the employer and employed are the principals.

**Conditions Must Change**

Lord Farrington, one of the leading financiers of England, speaking in the House of Lords, on March 25th, said:

It may be that "capital" in the past has been spelled with too big a C, and "labor" with too small an L; if that is the case, conditions must be changed. In future, in the direction of our mining and manufacturing industries, Capital and Labor must be in co-partnership. The profits accruing must be shared.

A minimum living wage is as essential to them as is a minimum rate of interest to Capital. When these two things have been secured, the surplus arising should be distributed in agreed proportions.

Labor must in the future be taken into full confidence, be given representation upon industrial undertakings, and educated where education is deficient in the reasons which guide the manufacturer in his business; and the manufacturer should obtain in exchange full value by an increase in the energy of the worker, and an avoidance to a large extent of industrial strife.

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**Educating the Public**

Sir Lynden MacAskill, Director of Ship Yard Labor, in a paper on the subject of Government and Labor that appeared in the London Times on February 23, 1919, said:

Economic education is unquestionably the chief agency by which the labor problem will be solved.

Without it, the public will not realize their interest, nor the part they must play in applying the full force of organized public opinion. That the nation can only conserve to the value of its production is generally discounted as a pedantic platitudin.

The effect of unrestricted production on prices and the general cost of living is not accepted as a fundamental of national prosperity. Until these things are believed, public opinion as the final arbiter in sectional disputes is quite unable to exercise that unifying influence on which the future of democracy depends. As between employers and employed, economic education, more than anything, will convert suspicion into mutual confidence, antagonism into co-operation, and, assuming an equitable division of the profits of production, convince Labor that its real, unseen, insidious enemy is restricted output.

* * *

**Liberty in Industry**

Lord Roberts Cecil, Minister of Blockade since 1916, in a letter to the London Times on February 24, 1919, said:

It will no doubt be said that if the employees are to have a share in the management of industry it will mean a loss in efficiency, and since the real cure for industrial difficulties is increase of output, such a change would be a retrograde measure.

The same argument has often been applied in the political world, indeed it is the mainstay of the defense of Kaiserism. Granted an absolute monarch of intelligence and probity, it is at any rate plausible to contend that his State will be administered more efficiently than it would be by any democracy. Nevertheless the world has decided against autocracy, and for good reasons. In the first place, history shows that really good despots are rare, and I suspect that the same is equally true of captains of industry; and, in the second place, the argument leaves out of sight the passion of mankind for liberty.

Moreover, industrial efficiency itself depends upon the good-will of the workers. Without their hearty cooperation the most skilled captain of industry is powerless.

To my mind, and in this I am convinced I am speaking the opinions of many others in all classes, it is unreasonable to ask the workingman to accept his employer's view as to what is a fair wage and what are fair conditions of labor unless he is given, not only full opportunity for asuring himself of all the relevant facts in the case, but also some share in the management of those matters which are of even greater importance to labor than to capital.
Light on Labor’s Point of View

“The Spirit of Labor”

In the London Times of May 2, 1919, a very well informed contributor writes:

I have before me the principles of an effective Works Committee laid down by a large employer, who has the fullest confidence of his men.

1. Autocracy both in government and industry is dead.

2. Some means of studying the psychology of the men concerned and of infusing into industry both soul and humanity must be found.

3. Any industry worth carrying on should provide for the decent necessities of those employed in it and something over those necessities.

4. Any problem, which in the past was considered as belonging to one side only, must in the future be considered by both sides; that is, both sides must view it from the same side of the table at the same time.

5. The employers must recognize that in the past the employed got nothing except what they forced by fighting, and are, therefore, extremely suspicious of any movement on the part of the employers which seeks to deal with them in a more liberal spirit.

6. The employed must recognize that if they are to take part in the control and policy of industry they must also take some of its responsibility (not of necessity financial), and be prepared to back their representatives, not only in success, but in failure.

Above all, it must be borne in mind that what the worker of the present day craves most is some power of self-determination, and a share in the responsibility of government in industry and in his own advancement.

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Labor’s Point of View

Mr. George Beeby, Minister for Labor, New South Wales, in a paper on “Safeguards Against Syndicalism” in the London Times on February 27, 1919, said:

Can we stop the stampede of the workers to Syndicalism? The position, while alarming, is by no means hopeless. The intelligent workmen of all countries are to-day groping for a policy. Their inclination is towards peaceful development. But if the community as a whole shuts its eyes to their point of view, and refuses to appreciate the psychological change which the war has brought about in the industrial world, then the stampede will continue, gathering force with each fresh disappointment.

No problem arising from conflict of interest can be solved unless each party understands the point of view of the other.

Common Rights

The drift to Syndicalism can be stayed in all countries only by the adoption of a courageous policy of reconstruction, a policy based on recognition of the one great fundamental, that every citizen of worth is entitled to a fair minimum standard of comfort. We cannot dismiss the matter with generalizations.

It is useless merely to say that the time has come for industrial reconstruction; or that the aspirations for a better social order must be met by comprehensive action. The issue involved goes to the root of things. The contest is not merely between Capital and Labor. It has a deep political significance.

The maintenance of individualism based on equality of opportunity is in actual jeopardy, and unless the confidence of the intelligent workman in constitutional evolution can be restored, the rising tide of Syndicalism will overwhelm civilization.

What It All Means

The foregoing quotations make it apparent that in England, Lords, Labor Men, and Thinkers generally agree:

1. That the whole of society must seek to understand the point of view of those who labor with their hands; and

2. That business men must acquaint Labor fully with the facts, and obtain from Labor its complete confidence.

These are certainly important considerations. Surely the future prosperity and happiness of the world must grow out of an application to practical problems of these fundamentals.
England's Alert Frame of Mind in Her Labor Crisis

No one can stay long in Europe today without being impressed with the fact that the thought uppermost in the minds of every thinking man is the problem of Labor and Capital.

And the thought uppermost in the minds of thoughtful men returning to this country from Europe is the vital necessity for sympathy and breadth of view in the approach to this question in our own country.

* * *

BOLSHEVISM IN EUROPE

Bolshevism hangs like a pall over Europe. It is not confined to Russia. One sees manifestations of it throughout Europe. Food and sunshine will care a lot of it; but in the assertion of reason and the adoption of moderate counsel will be found the ultimate remedy.

There is a searching of hearts going on throughout the world. Bolshevism is doomed to failure, but before its failure is demonstrated many things may happen.

In a speech before the House of Commons early in the war, Mr. Lloyd George said, substantially:

“Those who imagine that this war is merely an April shower are absolutely mistaken; after it is over the sun will not come out and one cannot walk along the highways as of old, merely stepping aside here and there to avoid a pool of water. It is the deluge. Events are happening, changes are being made, which, in the normal course of progress, would take centuries to achieve.”

England is moving probably towards nationalization of coal mines, and possibly of railroads and electric power.

While upon returning to this country one finds the whole trend of sentiment opposed to Government ownership of large operations, the tendency in England is quite in the other direction.

This trend toward Government ownership in England is not because of any love for that method of operation, but because of the fact that the managers of both the railroads and the coal mines have been found so completely wanting in enterprise, initiative and in using devices and methods calculated to decrease the costs of operation and to improve their service to the public.

* * *

This attitude of some English coal mine managers has been displayed not alone toward the public, but also toward their men, with the result that in many industries the wage and living conditions have been intolerable. It was shown before the Coal Mines Commission, for example, that more than one-half of all the coal mining employes in Scotland live in one-room houses.

I was told by one of the American representatives on the labor commission which drew up the passages in the peace treaty dealing with labor conditions, that one of the most difficult problems faced was that labor conditions in England and
many other countries were so bad that if the general average conditions were brought to anything like the level of the minimum conditions in America, the trade of the other country would be seriously menaced.

* * *

**How Men’s Thoughts Are Broadening**

Undoubtedly some of the most fruitful thinking in the world today is being done by those studying labor problems in England. And a most encouraging feature is the fact that conservative business men are taking earnestly to heart the conditions of the laboring class—some of the speeches made in the House of Lords have been distinctly radical. On the other hand labor leaders like Clynes, Roberts, Horne and others are getting if not conservative, at least constructive.

Europe, and especially England, has usually had a surplus of labor. The cost of living has been cheap; wages have been low.

Now, much higher wages must be paid, and the workingmen of England are slowly taking their stand on two fundamental points:

1. That the men should be taken completely into the confidence of the management with reference to operations.
2. That the men should be given an effective voice in determining the conditions under which the operation shall be conducted. (See page 5.)

The demand that the men shall be given a real participation in considering and determining the conditions under which they work is supported by an enormous body of public opinion.

For the demand that the men shall be taken completely into the confidence of the company there is universal support. In a speech before the House of Commons on March 17th, Sir Eric Geddes, who is to be the new Minister of Ways and Communications, said:

“One of the great disadvantages which we have suffered, in my opinion, is that we have never really taken the men into the confidence of the undertaking.”

Sir Eric Geddes before the war was general manager of one of the English railroads. His life-long affiliations have been with capital.

In the majority report of the Coal Industry Commission, appointed to settle the dispute between the men and the companies in March, there was this language:

“It is in the interests of the country that the colliery workers shall in the future have an effective voice in the direction of the mines.

“We think that nothing but good can come from public discussion between workers and owners, and also from private deliberations between them. There has been too much secrecy in the past.”

**The Cure for Revolution**

In a long talk with Sir Felix Schuster, certainly one of the ablest minds in England, he stated that during the war forces have been unchained in England which were destined to effect a revolution in the ideas and practices of men; and that the only possible way to safety was to educate and guide these forces; that the profound difficulty of the present situation was that those behind these forces were largely ignorant of fundamental economic truths, and that the nation had woefully failed in its duty to educate them in the past.

* * *

Let no man despair of England. England has been through many trials in the past, and she is going through a revolution today, but it will probably be a peaceful revolution, and England will emerge from her trials strengthened and more prosperous than she has ever been.

An Englishman is never so effective as when he is in the last ditch; he is never so dangerous as when he is almost licked. The same qualities England has displayed in this war are going to see her through the years of peace.

Unrest is in the air. To deny its existence or to lay the blame on agitators does not avail.

Censorship and the shortage of cable facilities have denied to our people a real knowledge of what has been going on in Europe. The profoundly important need is to study what men over there are thinking to the end that we here may be saved their present anxieties.

—I. L. L.
Dr. Harry Pratt Judson,  
Chicago, Ill.  

My dear Sir:  

Herewith are prints of 18 cartoons, part of a series of 24 being made for us by the leading cartoonists of the country. The purpose is to emphasize the value of Universal Military Training in rebuilding manhood, developing a sound citizenship, improving national health, Americanization, instilling respect for law, etc., etc.

When submitted to them, the cartoon campaign was strongly approved by leading newspaper publishers. Indications are that the papers will be glad of the opportunity to run the series in their respective localities. The publication will begin when the Military Affairs Committees in Congress take up the question of a permanent military policy. This will shortly be done.

The series will probably appear in more than a thousand newspapers covering practically every Congressional district in the country, and the daily papers in towns of 5,000 and upward. As about 70% of these papers do not have cartoon service, the publication should attract great interest and create widespread discussion. The circulation should aggregate approximately 25,000,000 and will stand as a record achievement of educational publicity.

Data will be supplied in convenient form as a basis for editorial comment. The publications will avail themselves of these, we are assured; in fact, about a dozen publishers of large city dailies, knowing our plan, have asked for the privilege of running the list and say they will back the plan editorially.

Will you kindly examine the prints and let me know your opinion of them, particularly suggestions and criticism, and do so as soon as you can conveniently? Refer to the cartoons by number. Prints of the remaining six will be furnished in due course.

You will also find enclosed a leaflet. Will you read it, please, and give us your criticism? We may distribute several millions of these through the outgoing mail of large business institutions, as we did with over 14,000,000 copies of an earlier leaflet.

Very truly yours,  

[Signature]

August 5, 1919.
CITIZENSHIP vs THE SLACKER

compiled by

SAMUEL W. NOYES

Colonel Infantry U.S.A.

The future military policy of this country should be a matter of deep concern to all red blooded Americans at this time. We are in a new era of our national existence. We are larger and more important than the noble gentlemen who framed our Constitution ever dreamed we would be. We have even gone back to the Old World and been a deciding factor in the World's War for Democracy and have set a standard which it should be our pride to maintain.

The whole question of military service has its origin in the Constitution and the citizenship guaranteed under it. According to the Constitution we are all free and equal and a citizenship of equal rights and privileges is guaranteed to us. In normal times these rights and privileges are insured to us by the usual process of law. There have been times in the past, and probably will be times again in the future, when the usual process of law has been and will be inadequate to cope with the situation, be it internal or external and the President and Congress have been compelled to have recourse to the armed force of the country to straighten out these difficulties and maintain our National integrity. In the past, prior to two years ago, the military force in this country was organized from a purely voluntary service of the citizen. The Constitution provided a citizenship of equal rights and privileges and it also provided that every able bodied man between definite ages would constitute the military forces
of the country. But it left up to the individual whether or not he would develop the fullness of his citizenship. It is a matter of common knowledge that at the beginning of every emergency this country has been without an adequate military force, trained, organized and equipped so that it might meet the emergency at its vital point, the beginning. This condition has always maintained, a deplorable state of unpreparedness has always existed, while proper preparations might have saved us many lives and a great waste of funds endeavoring in time of war to overcome our neglect of peace times.

Upon our entry into the World War, two years ago, the President and Congress, realizing the enormity and gravity of the situation and the absolute uselessness of attempting to rely on our system of voluntary service which we have relied upon in the past, declared the Selective Service Act, commonly known as the Draft Law, but this did not and could not correct the errors of the past.

By declaring this Act, it made immediately available all citizens between certain ages for military service to meet the situation, but this force was not trained, not organized, and not equipped. It took over a year to train, organize, and equip this force to a sufficient extent as to make it a deciding factor in the war. We were too busy in our commercial pursuits to be bothered with an adequate military preparation. We were too busy making money to develop the fullness of citizenship as contemplated by the Constitution. It took a year of intense energy and the expenditure of untold wealth to bring the man power of the United States up to its normal, a normal which meant a fulfillment of citizenship.

According to the provisions of the present demobilization, this normal citizenship, as we understand it now, is being dissipated back
where it came from as, in a similar manner you might take a handful of dust in a strong wind and throw it into the air to scatter and be lost. Officers and men are being demobilized without a proper regard for maintaining that standard of citizenship that we have attained after two years of penalties, penalties which should never have been forced upon us had we been maintained at a normal citizenship.

Another product of this unpreparedness that we had prior to two years ago was the great alien population we allowed to come into this country, assume the full privileges of citizenship by taking out first papers, and when these men were called in the Draft and told that they would have to complete their citizenship, a great many of them said, "No, we don't want your citizenship, take back your first papers". These same men are now applicants for citizenship. Should they get it? If a man comes to this country and takes out his first papers and the country is good enough for him to make a living in, it is good enough for him to fight for when the emergency comes. It should be our duty in the future to see that these men who come from foreign nations to this country go through a regular and orderly course of determining whether or not they are fit to become American Citizens. If they are not, then they are not entitled to the equal rights and privileges of citizenship as guaranteed by the Constitution, and we don't want them to remain here as undesirables. If they are fit, then the oath of allegiance should be the immediate consequence.

There were developed in the last two years, as products of unpreparedness in this country, many forms of so-called draft evaders. Some of these evaders were out and out tainted with yellow, but a great many of them were not. Some of them had to be sanctioned by the Government in
order to maintain the military force at its greatest efficiency. Men had to work in ship yards, munition plants, and so on, but they should have been put on the same footing as the fighting men. The man who makes the goods is entitled to no more consideration in time of war than the man whose fighting efficiency depends upon those goods. The man who makes the munitions is entitled to no more money, in time of war, than the man who fights with them and so on, all these difficulties the Government had to confront in supplying the man power, but the mistake did not accrue from the conditions of the War. The mistakes were made before the War in not properly regulating our citizenship and fulfillment of its obligation in equal and intelligent training and organization of the man power of the country.

I contend that there is only one way to work out this question equitably to all citizens. If citizenship means equality of rights and privileges then one of those equities is an intelligent, well trained citizenship, attained only through some form of Universal Military Training.

I will try and give you in a brief way what might be developed under such a Universal Military Training System in this country. Supposing that such an Act was provided by Congress. The first thing to be considered would be the division of the territory into training areas. This would have to be done in accordance with the population and availability of suitable camp sites (one of which should be in each training area). Under the Draft it was found that about 70,000 young men came to the age of 21 in 1917 and figuring on that as a basis, it would take approximately sixteen (16) training areas in this country. This would give each a good sized training division.

The next step would be to declare all men between the ages of twenty
and fifty immediately available for Universal Training and to constitute the military force of the Country for service in case of war. This force to be divided into reserves according to age: twenty to thirty, the active reserve; thirty to forty, the inactive reserve; forty to fifty, the retired reserve. That on or before a certain date, each and every male citizen within those ages would be required to fill out and file with the Commanding Officer of the training area in which they are residents, a return or questionnaire, provided by the War Department. These questionnaires, I think you will understand from their application in the Draft, can be made to contain all the information necessary to make these registrants available for immediate classification in a proper paper organization in each area. The result of this registration would be two-fold, firstly, the immediate identification of the trained and untrained citizen, and secondly, the proper classification of the trained citizen. We have, in this country and abroad in the neighborhood of four million men under some degree of military training and this registration would pick up and make available for future emergencies, as a national asset, these four million trained men.

After the first registration the only obligation that would remain upon the citizen would be a periodical status report. This would be necessary to keep the paper organization of each training area at its maximum of efficiency. Training, such as is here contemplated should not impose any restrictions on the movements of the citizen, but it is a necessary obligation that the citizen must keep his military status straight, and if he moves from one area to another, if his health becomes impaired, and so on, a report of this, periodically, will keep the paper organization of the manpower of each Training Area at a maximum of efficiency.
The next provision necessary would be the classification and training of the young men who come to age each year. The Act would provide that, on a certain day each year all young men, who have in the previous year arrived at the age of twenty, would report to the Training Center of the Area in which they are a resident, for classification and instruction. Upon reporting, this force would be divided, first into the combatant and non-combatant service, this in accordance with their physical and general fitness. Those assigned to the combatant forces would be re-assigned to the various arms of that force. In re-assigning the non-combatants the following consideration is necessary. Under the Universal Training idea, when war is declared, every man that is necessary to produce anything that is used in pursuit of the war should be in the Government military service on an officers' or soldiers' pay. By that I mean, taking the munition plant as an example, during peace times the Government should subsidize the munition plant so that the minute war becomes imminent it can be taken over by the Government. The officials and workmen that operate it in peace time should operate it in War Time, not at the profiteer wage, but on an economical basis of Government operation. The officials should be commissioned and the higher class of skilled labor in that institution should be made non-commissioned officers of appropriate grade, and so on down until you come to the man who corresponds to the private in the ranks, so that when war is declared, the men who work in this plant would automatically become officers and soldiers called to active service for the emergency. This would be a substantial and indiscriminate delivery of citizenship and throw the burden equally on all classes.

What is said of the munition plant workers would apply to all workers.
The present material seems to be discussing the arrangement and planning of a project. The text is clear and readable, with no visible issues that would require correction or enhancement.
that produce the whoer-with-all that makes the fighting men efficient in war.
It is just as much the duty of a citizen to stay at his job, if it is a
necessary job in pursuit of the war, as it is for the other man to fight the
whoer-with-all that the vocational man produces, they both have an equity of
citizenship which peace and war time should make obligatory. So, when we
come to the assignment of this non-combatant force, not only the usual branches
of the non-combatant service as we have understood them in the past are con-
sidered, but all the vocational workers down to the producer of the raw
material must be considered in the assignment of the young men who come of
age each year. This assignment having been made, an intensive instruction
will be given to all covering a period of from six months to a year, after
which they will go on the active reserve. They then have the same obligation
as the men who registered originally, rendering periodically a status report
which will keep the paper efficiency of the Training Area at its maximum.

The Vocational training cited above would also be a material asset to the
young man who receives it, in his future civil pursuit.

It might be contended that a system of this kind, if not wholly, would
approximate militarism. I only want to call your attention to the things
which produced militarism - an autocratic one-man control of forty years made
militarism as we understand it now. The Kaiser and Germany symbolize
militarism today. Our own Government is purely democratic, our President
may change every four years, and the political control of the country in
Congress may change every two, four or six years, so that unless we have a
radical change in our form of Government, militarism is not possible in this
country.

One important truth developed from a system of this kind started two
years ago in the Selective Service Law. Up to that time there had been a
continually widening gap growing between labor and capital in this country.
The result of the draft was to bring all classes of men together in a bond of
interest, where they found out after all, there was a common clay in their
make-up, and as a result, the Draft was in fact a great social equalizer,
which the Universal Training scheme that I have represented to you would
carry on, and the difficulties between these two extremes would materially
lessen and possibly disappear in time. There is no question as to the
Great benefits derived by the Young Men from a physical, mental and moral
training of this kind. It is sure to be an asset to them in their economic
and social relations the rest of their lives.

Under this Universal Training scheme there should be an Officers' School
in each training center, and officer material should be obtained after each
year's class of Universal Training men has completed its instruction and
classification, and those candidates held over for additional technical
instruction for at least a year, after which time those qualified should be
commissioned in the Reserve. Specially equipped schools for advance staff
instruction should also be provided. A high standard of efficiency should
be maintained throughout.

Nothing in this scheme is intended to do away with the necessity of the
Regular Army which has a definite function and should be maintained as in the
past, except that it would have to take on the additional responsibility of
furnishing most of the training force for the Universal Training System.
This, of course, would make necessary the enlargement of West Point and a
broadening of its application to meet modern conditions.
A system of this kind would develop a clean, manly and obedient citizenship. It would mean a minimum of interference with the normal life of the citizen in peace and war, and would to a great extent, if not entirely, eliminate that portion of war expense that has gone to the profiteer in the past.

The issue before us today is the necessity of a positive citizenship, defined and made effective by law, and that one of the primal factors of a definite citizenship is a trained, organized and equipped citizenry as a guarantee of our sovereignty in the family of nations based on equity and efficiency.
A report of this kind would generally be of public interest and importance. It is not only of immediate importance to those engaged in the work, but it may serve as a guide to future efforts. It will be seen that the report is based on an examination of the facts presented by the data from various sources. The conclusions reached are supported by evidence from other similar investigations. The report is intended to be of interest to all who are concerned with the subject.
THE UNIVERSITY AND THE WAR

By DAVID ALLAN ROBERTSON
Secretary of the University of Chicago War Service

A report of the war activities of the members of the University of Chicago must of necessity be incomplete, for there are some important enterprises which cannot be publicly discussed at present, and there are besides many difficulties in assembling facts about the widely scattered alumni and former students of the institution. The following account of the University of Chicago participation in the national cause is presented, therefore, only to give preliminary information of the way the war has come to this University and to enlist co-operation in securing additional facts regarding Trustees, members of the Faculties, alumni, and former and present students.

The President of the University immediately after the outbreak of the war was requested to serve on many important committees. He is a member of the Committee on Labor of the National Council of Defense and of the Subcommittee on Conciliation and Arbitration, as well as of the Committee on Education. The service which has required the most constant attention has been that of chairman of the Federal Exemption Board, District 1. Summoned from his vacation, President Judson immediately organized his board and has since devoted only the time between eight-thirty and nine-thirty each morning to the administration of the University; all the rest of his time, including evenings and frequently Sundays, has been given to the consideration of appeals for exemption and cases of discharge on account of occupation. Perhaps the greatest contribution of the President, however, has been his assistance to clear thinking during a critical period. In response to demands from the press throughout the country, as an expert in international law he has clearly and promptly given expression to the rights of nations and the hopes of democracy. Through these newspaper interviews and through his public addresses he has contributed largely to the formation of a right public opinion.

Of the members of the Board of Trustees, the first to be called from his business into active national service was Mr. Julius Rosenwald, who

*A report presented to the faculties at the annual dinner in Hutchinson Hall, Tuesday, October 2, 1917.
was appointed a member of the National Council of Defense. Mr. Harold H. Swift was appointed a member of the Red Cross Mission to Russia. Mr. Francis Warner Parker, on appointment by the Y.M.C.A., immediately went to France on business connected with the administration of the Y.M.C.A. in that country.

Of the members of the Faculties, many have left their wonted occupations, some of them for the period of the war. Dean James Rowland Angell is devoting his expert scientific knowledge of psychology and his administrative skill to the work of the Committee on Classification of Personnel in the Army under the direction of the Adjutant General. Dr. Frank Billings, Professor of Medicine, went to Russia as chairman of the Red Cross Mission to that country. Captain Elbert Clark, Assistant Professor of Anatomy, is in charge of Ambulance Company No. 3. Dean Henry Gordon Gale is in the training camp at Fort Sheridan, as are Dr. A. E. Harvey, Instructor in History, and Dr. Harry D. Kitson, Instructor in Psychology. Dr. B. C. H. Harvey, Associate Professor of Anatomy, is commandant at the instruction camp for medical officers, Camp Cody, N.M. Dr. Norman McLeod Harris, Assistant Professor of Bacteriology, is in England. He is a captain in the British Overseas Military Forces. Professor John M. Manly, head of the Department of English Language and Literature, long a student of ciphers used in the seventeenth century and earlier, placed his knowledge of codes and ciphers at the disposal of the War Department, and at the beginning of the Autumn Quarter was summoned to Washington as a captain in the Intelligence Division of the War College. Professor Albert P. Mathews is a captain in the Quartermaster’s Service, Chicago. Professor Robert Andrews Millikan, of the Department of Physics, was called to Washington on April 1 to act as chairman of the National Research Council. As executive officer of the National Research Council, Professor Millikan was commissioned major in the Signal Corps and has directed the Science and Research Division of this corps. Dr. Charles E. Merriam, Professor of Political Science, is captain in the aviation section of the Signal Corps and a member of the Board of Examiners. Herman E. Oliphant, Assistant Professor of Law, is in the Food Administration. Lieutenant Franck Louis Schoell, French Army, Instructor in French, was wounded and is now in Switzerland. Dr. Pietro Stoppani, Instructor in French, joined the Italian army. Miss Elizabeth Wallace left Chicago late in October to undertake work in France under the direction of the Red Cross and the International Health Commission of the Rockefeller Foundation. Dr. H. G. Wells,
Professor of Pathology, is a member of the Red Cross Mission to Roumania. Frederic C. Woodward, Professor of Law, is aide to Mr. Hoover in the Food Administration. Other cases of members of the Faculties are mentioned in connection with the departmental activities hereinafter listed. Some fifty members of the Faculties, including assistants and fellows, are absent from the University on service.

I. INTELLIGENCE

David Allan Robertson, Chairman

In the collecting of information the Intelligence Committee has been hampered by the difficulty of securing prompt returns from widely scattered alumni and students. The committee has, however, filed, classified, and indexed the returns from thousands of alumni who desired to place themselves where they could be of service. These records have frequently been of use in making recommendations to various departments in Washington. The committee, moreover, has been endeavoring to secure as much information as possible about active service of students and Faculty members. Several hundred names are already in possession of the committee. This, however, represents only a small portion of the total. Every concrete bit of information regarding service is of assistance in completing a record which will be of value to the committee of which Professor Conyers Read is chairman, a committee to which will be intrusted the record of the University of Chicago's participation in the war. The most effective means of securing information about men in service is direct communication with men whose names are already known. Letters of congratulation on securing commissions or other successes have elicited responses which prove the desirability and importance of maintaining communication with the University of Chicago men in service. Frequently a correspondent in addition to a modest statement of his own activities includes a budget of news regarding other Chicago men. The assistance of all members of the University is sought in maintaining a natural and steady communication with our men. Members of the University will be glad to notify their friends in service that the University of Chicago is supporting the American University Union in Europe, and that all alumni, students, and former students are eligible to use the club provided in Paris and other cities. News of achievements and needs of members of the University or of men of the National Army trained on Stagg Field will be enthusiastically and gladly received by the Secretary of the War
II. MILITARY TRAINING

HENRY GORDON GALE, Chairman, April 1 – October 1, 1917
LEON CARROLL MARSHALL, Chairman

THE RESERVE OFFICERS' TRAINING CORPS

In the Spring Quarter of 1916 the Faculty of the Colleges approved a plan for the organization of Military Science and Tactics. In June an act of Congress providing for the organization of the Reserve Officers' Training Corps and for the detail of officers of the army to colleges and universities was passed. In September the War Department issued a Circular of Instructions and the Board of Trustees authorized the President of the University to apply for the detail of an army officer. In January, 1917, the War Department assigned Major Ola W. Bell, United States Cavalry, who was duly appointed by the Board of Trustees as Professor of Military Science and Tactics.

Late in the Winter Quarter, Major Bell arrived at the University, spoke at the Reynolds Club at a mass meeting, and on many other occasions. The men of the University became interested, but, because of the difficulty of adjusting hours in the almost completed Winter Quarter, only one hundred and fifteen men reported for drill in the closing weeks of the quarter. In the Spring Quarter, however, work began in earnest, not only for the regular members of the Reserve Officers' Training Corps, who pursued five hours of Military Science each week, but for those who took only the drill, for which they received physical-culture credit. Members of the Faculty also formed a company under the leadership of Dean Henry Gordon Gale (see Edgar J. Goodspeed, "The Life of Adventure," Atlantic Monthly, August, 1917).

About four hundred of the regular members of the Reserve Officers' Training Corps drilled four hours a week and had one hour a week of lecture on Camp Sanitation and Personal Hygiene. Shortly after the work began, a demand for intensification of it arose, and, in response thereto, students were permitted to drop one major of the usual academic work and to substitute therefor one major more of Military Science, or, in the case of new men, to drop a course and to begin Military Science. The complicated arrangement of hours was simplified through the assignment of student instructors, who, under the direction of Major Bell,
proved to be very efficient. Fortunately this relieved Major Bell, who was appointed sole member of an examining board for the Fort Sheridan Training Camp, and was unable therefore to give all of his time to the direction of the University work.

When the regiment of three battalions, each made up of three companies, had fairly mastered close-order drill without arms, Colonel Penn on May 10 officially inspected the Corps. On Stagg Field, in beautiful weather, the inspection was a great success except for the lack of uniforms, packs, and rifles. The company marched past Colonel Penn, President Judson, and Major Bell. The sight was truly an inspiring one and no one on the field that afternoon will forget the parade, and especially the retreat that night, the University band playing, the regiment at salute, and, against the western sky, the National Color slowly coming down.

At the beginning of the Summer Quarter, Major Bell was detailed to Fort Sheridan, and President Judson induced Major E. B. Tolman, Illinois National Guard Reserve, to become Professor of Military Science and Tactics for the summer. Major Tolman led the second battalion of Illinois Infantry through the Spanish War and his leadership was enthusiastically anticipated by the student officers appointed for the summer—Colonel L. B. Morgan, Lieutenant W. F. Loehring, Majors Parker, Duehring, and Mooney, Captain Ettleson, Lieutenant Carlson, and Lieutenant Platt. Each of these student officers was given a particular field to cover in theoretical discussion besides the work of drilling on the field. Of the registered men there were three groups, divided according to registration. The group taking three majors of work in the department spent each entire day in drilling, studying, reciting in the classroom, "hiking," often staying overnight in bivouac. The other companies took work in proportion to the credit sought.

Perhaps the greatest contribution of the department to the government has been the plan worked out by President Judson and Major Tolman for the Reserve Officers' Training Corps to drill those men called to the National Army and who did not seek exemption. It was the belief that there would be great and immediate need for non-commissioned officers in the National Army as soon as the drafted men were called, and that a great service might be rendered by training such men as, previous to their call, would undertake training. Ten thousand circulars were mailed to registered men; the newspapers gave publicity to the plan; and men soon came to Stagg Field in the evenings to receive free of charge military instruction. During the summer about one
thousand men received training in this way. Every night the searchlights on top of the Gymnasium and the 1912 Gate have flooded Stagg Field, and every night these hundreds of men have been earnestly learning military movements. The results of the training are just becoming known in letters from Rockford. One man, for instance, has written as follows:

In behalf of the selected men of District Eight, I desire to express our appreciation of the opportunity afforded to us to secure preliminary training in the school of the Soldier, Squad, and Company, before answering our summons to the training camp at Rockford.

The service rendered by your organization has already shown wonderful results and one of my personal friends has advised me that it resulted in his being appointed First Sergeant almost the first day he landed in Rockford, and there are a number of others who have been appointed to positions as Corporals because of the training they received at the University of Chicago.

My only regret is that some members of our district have not realized the great benefit to be derived from this training and I also regret that I myself did not start in the first day the work was inaugurated. There is certainly nothing that could keep me away from the remaining drill sessions until the time for my call and I feel that when I land in Rockford I will have prepared myself, with your most efficient aid, for the work that is ahead of me.

I know that if at any time the men of District Eight can be of service to the University of Chicago, or any of its projects, they can be counted on for their full support as an expression of appreciation for the most wonderful work you have been doing and which I most certainly hope will be continued for the drafted men to come.

I have always had more or less of a close attachment to the University of Chicago, although I have never attended the institution as a student, which is the case with the majority of the men who have been trained there, but the service rendered has affiliated us with you more closely than could have been possible in any other manner.

I believe the methods you have used in training us have been equal to six months training in ordinary army life. I make this statement as one who has had three years of previous military training.

We shall always look back to the University of Chicago as a benefactor beyond our ability to express in so simple a manner as this.

The work is to continue this autumn as long as the men of the National Army appreciate the opportunity to secure in advance training which will assist them in camp.

Of course, this work has been of value not only to the men of the National Army but to the Reserve Officers' Training Corps, for every student officer has been called upon to teach other men what he knew,
and every officer has responded enthusiastically. The spirit of the men who, after having worked all day, gave up their nightly entertainment to come to Stagg Field to drill, affected also the student officers. To take care of those men who lived far from Stagg Field, a lieutenant and three other officers were sent to Welles Park on the northwest side to give instruction to drafted men in that community.

The foregoing letter probably explains why Leon Mandel Assembly Hall was packed to the doors on September 11 by the men who had received training on Stagg Field and by their friends. That night these men presented to the Reserve Officers' Training Corps the National Color. Music was furnished by the Illinois Naval Reserve Band; Mr. Frank Comerford presented the Color, Major Tolman received it on behalf of the Reserve Officers' Training Corps, and President Judson accepted it on behalf of the University of Chicago. Sergeant Smith of the British Army then told the audience some things about trench warfare. After the exercises there was a battalion parade on the field with battalion drill.

In the Autumn Quarter the plans will be carried forward under the supervision of Major John S. Grisard. Major Grisard was retired on account of wounds received in the Spanish War. He has already reported for active duty at the University and under his direction it is hoped that the military work will become even more important.

THE UNIVERSITY OF CHICAGO RIFLE CLUB

W. J. G. Land, Chairman

The University of Chicago Rifle Club has trained over five hundred men in the use of the service and subcaliber rifle, expending approximately 120,000 rounds of miniature and 12,000 rounds of service ammunition. Outdoor target practice was had at Fort Sheridan every Saturday until the officers found it necessary to close the range. Thereafter, through the courtesy of Captain Moffett, the new range at Great Lakes Station was used. One of the greatest handicaps experienced by the club has been the lack of expert riflemen to serve as instructors. This has been overcome through the authorities at the Great Lakes Station assigning an instructor to each man shooting under the rules of the Navy and Marine Corps and according to the regulations of the National Rifle Association. Seventy-eight men have qualified with the service rifle: 55 marksmen, 16 sharpshooters, and 7 expert riflemen. The present indoor range beneath the grand stand on Stagg Field, although small, is exceptionally well equipped. During the coming
year it is the intention to use service rifles for gallery practice, satisfactory reduced charges having been worked out for these rifles by Mr. Land. In addition to members of the Rifle Club and members of the Reserve Officers' Training Corps, a large number of men of the first call received instruction. The range has not been large enough to accommodate the number of men who come for practice.

III. MEDICAL WORK AND TRAINING

ROBERT RUSSELL BENSLEY, Chairman
THE UNIVERSITY OF CHICAGO AMBULANCE COMPANY NO. 3

Of the organization of the University of Chicago Ambulance Company No. 3 there is a full account in the University Record, July, 1917. The company reached Allentown, Pennsylvania, August 21. The Philadelphia Public Ledger printed this notice of the arrival of the Chicago men:

ALLENTOWN, Pa.—The bars having been let down because the departure of a good many men has made room for new ones, there arrived at the United States Grounds today the contingent of the University of Chicago, 180 men. It is not only the largest in the United States but the men as a whole are the biggest and most powerful. They were recruited nearly three months ago and because the camp here was overcrowded had been compelled to wait at Chicago ever since June 6 before getting word from Colonel Persons, the commander of this camp, that there was room for them here.

Many of the westerners are six-footers and a large proportion are athletes. Virtually all of them, superb physical specimens, have been under the training of the Chicago varsity coach, Alonzo A. Stagg.

The officers of the camp gazed at the newest arrivals with undisguised admiration. Said one of them:

"The Prussian Guard may be famous for its training and notorious for its terrorism, but I have traveled through Germany, and the Kaiser would have a hard job finding in all his Imperial German Empire a batch of men equal to these. What is more, they are nearly all football players, whose natural gift has been added to by Stagg's iron qualities."

With Chicago on the grounds there are now in the United States ambulance camp representatives of forty-eight colleges and universities. For several months Colonel Persons repeatedly has said that the ambulance corps need never resort to the draft, since he had word that 5,000 volunteers were waiting to come on as soon as there was room in camp, and he always spoke of Chicago as having one of the finest and largest contingents.

The more modest Captain Clark wrote to President Judson, September 12, 1917, as follows:
You doubtless will be interested to hear something from us. The University of Chicago unit is now securely quartered and has drawn most of its supplies and is now on the same status as other companies that have been here for some weeks. The new organization provides for five companies to a battalion. The Chicago group has been divided into four complete companies of forty-five men each under the command of a first lieutenant. There will be one more company assigned to us; five companies thus constitute a battalion under command of a captain. This is the organization according to the French Army plan.

There is, I believe, no question but that everyone here will be sent abroad to join the French Army. The Chicago men seem to have given an excellent account of themselves. We are the largest ambulance unit that has ever been organized in the United States and Colonel Persons took occasion to pay a high tribute to the University of Chicago group. In the matter of mechanics, musicians, cooks, and laboratory men we seem to be better equipped and organized than anyone else. The portable laboratory has attracted a great deal of attention among the medical men here. It is now being used as the post medical laboratory and two of the Chicago boys are doing all the laboratory work for the entire camp. It is probable that this arrangement will continue even after we get to France.

SPECIAL INSTRUCTION

A course was organized in First Aid along the lines of the course offered by the American Red Cross Society and announced in the Summer Quarter schedule. It afforded one-half major credit; and at the same time secured to the student completing it the Red Cross Certificate. The course was given by Drs. Benjamin F. Davis and Carl H. Davis, members of the Rush Medical Faculty, assisted by five young women demonstrators, selected from University women who had taken the First Aid Course last winter. It was taken by about two hundred women students. It is again offered this Autumn Quarter.

A course was arranged to be given by Dr. Wells and assistants for persons desiring to prepare themselves as pathological laboratory technicians. There was little demand for this course, only twenty registering for it.

IV. QUARTERMASTER AND ORDNANCE SERVICE TRAINING

Leon Carroll Marshall, Chairman

One of thirteen or fourteen educational institutions offering series of six weeks' training courses in preparation for army supply service, the University of Chicago, through its School of Commerce and Administration, opened its fourth section on October 1, 1917.
The history of such training courses is brief. To meet the government's urgent need for skilled personnel in the supply service, the National Council of Defense, through its Storage Committee, early in May requested the School of Commerce and Administration, together with several other schools of commerce, to undertake to prepare young men for responsible positions in army supply work. The Ordnance Department and the Quartermaster Corps later confirmed this request. Accordingly, a class of eighty-one was organized and began work May 18. Even then the need for such skilled personnel was great. The demand increased materially during the following four months, and at the present time an effort is being made to admit to the work as large a number of students as is consistent with thorough work, with the expectation of offering such courses indefinitely at intervals of every six weeks. Typically, these classes are not undergraduate in character. The personnel is made up of graduates of colleges and universities, men with less academic training but years of business experience, together with many of our own undergraduates and graduates. At the request of the government bureaus, preference is consistently given to college Seniors and graduates. The work is characterized by the seriousness and mature purpose of the professional, the rigid discipline of thought and action imposed by the nature of the subject-matter, and the unification of the ideal of service.

As the work is conducted at the University of Chicago, Dean Marshall is supervisor. He is assisted in his work by members of the regular teaching staff of the School of Commerce and Administration and by a group of eight or ten "squad" leaders, composed of graduate students previously trained in supply-work. Lectures by outside experts and field trips to Chicago industrial plants supplement this instruction. Under the supervision of the government bureaus in Washington, with whose co-operation this work is constantly carried on, a six weeks' training at an arsenal or cantonment in actual government service completes the instruction. In this connection, the following statement is authorized by the Quartermaster General:

It is contemplated that at the completion of the University course students will be assigned to duty according to the needs of the service (with pay) for further practical instruction. The services concerned will fall within the enlisted grades of the Army—mostly as non-commissioned officers—subject to promotion upon merit.

The Chief of Ordnance authorized the following statement:

The Ordnance Department will give later training at the arsenals or at the cantonments. Enlistment will be authorized in the grade of private.
Both the college and the arsenal training will have in view the filling of various positions which are held ordinarily by non-commissioned officers; hence most men should be able to qualify for a non-commissioned grade before beginning actual service.

The day—from eight to eight—is given to lectures, laboratory, classroom discussion, study, and drill, with rather more emphasis on detailed discussion in "squad" meetings and lectures. Up to the present time, material for study has been available only in mimeographed form or in government publications. The needs for an appropriate text, readily available for the classroom, and numerous requests for syllabi of the course have led to the production of a book on Quartermaster and Ordnance Supply, organized and written by the director of the course and staff of assistants. This was published by the University of Chicago Press.

In the first section (May 18–June 29), of the 81 men who entered the course 76 completed the work and 54 actually enlisted in the Ordnance Department. Of the 73 men in the second course (June 18–25), 57 enlisted. The third course (July 26–31), numbering at the beginning 95, actually enlisted 79. The present course (October 1–November 10) approximates 100. The enlisted men of the first group completed their training at Rock Island and Watervliet arsenals, and are presumably on their way to France. The second group received orders to present themselves at San Antonio Arsenal, Texas, the third week in September—to be followed by the third group the first week in October.

Of the non-enlisted men who completed the course, eight, disqualified for enlistment in ordnance or quartermaster work, have since been drafted into the Ordnance Department. Twelve (some already enlisted) have been reserved or recommended for instructorships in the universities of Chicago, Michigan, Pittsburgh, and Northwestern. One is seeing civil service, and twelve have been recommended for responsible positions to the War Industries Board of the Council of National Defense.

V. SCIENTIFIC RESEARCH AND TRAINING

Julius Stieglitz, Chairman

Every member of the Department of Physics has been actively connected in one form or another with war work. Professor Michelson is the chairman of a group formed in July by the National Research Council for work on submarine detection. He has spent some two weeks at Washington and at New London, Connecticut, in direct contact with
this work and has in addition been directing activities in the Ryerson Laboratory upon certain aspects of the problem, which have been attacked in this laboratory. Further, he has been utilizing the laboratory for the construction of a new naval range-finder of his own design, a problem to which he was assigned by the Bureau of Ordnance of the Navy. He has also devised a new ear-protector, which it is hoped may lessen the injuries arising from shell fire.

Professor Millikan has been in Washington since April 1 acting as Vice-Chairman and Director of Research of the National Research Council which is officially recognized as the Department of Science and Research of the Council of National Defense and which has also recently established similar relationships with the Signal Corps of the Army and with several of the other Bureaus of the War and Navy Departments. The activities of the National Research Council have been of two types. First, it has furnished and is furnishing in increasing amount the scientific personnel of the Bureaus of the Army and Navy, which need men of high technical training, and, secondly, it has a personnel of its own whose function it is to keep in intimate touch with the scientific needs of the various divisions of the military machine, and to distribute problems which need investigation to the research laboratories of the country, governmental, industrial, and university, with which the National Research Council is associated. A large number of such problems in physics, chemistry, medicine, engineering, geology, and psychology have been so distributed, and the progress of the work upon these problems is being actively followed through the central offices of the Research Council. Professor Millikan as executive officer of the Research Council has been appointed by the Secretary of the Navy to membership upon the special submarine board of the Navy, which is the official body consisting of three naval officers and four civilians, charged with the direction of all anti-submarine activity in the United States. Professor Millikan is also chairman of the Optical Glass Committee of the War Industries Board and has received a major's commission in the Signal Corps, where he has charge of the science and research division of this corps. This division includes the sound-ranging service and the meteorological service of the army, and it also embraces the development and specification of aeronautical instruments.

Professor Gale has been training recruits on Stagg Field throughout the summer and has now gone to Fort Sheridan, where he is to be in training during the coming quarter for a commission in the regular army.
Associate Professor Kinsley is awaiting call to the Signal Corps where his large experience in wireless makes him especially valuable.

Dr. Lemon has been working with the Gas Warfare Committee of the National Research Council, and his work has actually furnished the basis for some of the newer successes which have been attained by this committee in the development of effective gas masks.

Dr. Souder has gone to the Bureau of Standards, where he is one of the important links in the work of the Bureau of Ordnance in the development of gauges for testing shells and other munitions.

Dr. Dempster and Mr. Watson, along with Dr. Lunn of the Department of Mathematical Physics, and Mr. Hall, have been actively at work upon certain phases of the submarine problem, which are under attack at the Ryerson Laboratory. It is expected that Dr. Dempster and Mr. Watson will both soon go into the army, and it is hoped that they may be detailed for the further prosecution under the military service of the work in which they are now engaged.

All of the members of the Department of Chemistry are contributing in some form or other to the solution of problems connected with war service. The problem of the removal of the poisonous gas—carbon monoxide—in the inhalation of air by gunners was undertaken at the request of the Bureau of Mines and has progressed to the stage of efficient removal of the gas on a laboratory scale but not as yet on the great scale demanded for effective gas-mask use. Work on this problem has been carried on and is being continued under the direction of the chairman of the Department and Professor Harkins, with the aid at sometime or other of Dr. T. D. Stewart, Mr. Leo Finkelstein, Mr. H. V. Tartar, Mr. L. E. Roberts, and Miss Mary Sherrill. At the request of the government, Professor Schlesinger, with the aid of Messrs. R. D. Mullinix, Popoff, and E. N. Bunting, has been working in collaboration with Armour and Company on the problem of improving the yield of potassium permanganate, an important chemical needed for gas masks and other service. The Department has held itself ready to help manufacturers and contractors at a moment's notice if necessary to meet any difficulties in war problems and has been of such assistance on several occasions. The chairman of the Department is chairman of the Committee on Synthetic Drugs, a committee of the National Research Council intended to assist the government, physicians, and manufacturers in the difficult situation created by the stoppage of the importations of patented drugs. Mr. R. Q. Brewster has assisted in this work. Mr. Leo Finkelstein, Instructor in the Department, Mr. W. E. Gouwens, Curator,
Dr. R. L. Brown, Fellow, and Mr. L. E. Roberts, Assistant, have taken commissions in war service, and Messrs. L. M. Larson, E. N. Roberts, and D. McLauren, assistants and fellows, are holding themselves in readiness to respond without delay when called.

Various members of the Departments of Geology and Geography have been in consultation with branches of the Council of National Defense pertaining to matters of geology and geography. In addition, Professor Salisbury and Professor Barrows are preparing a report on the geology and geography of the region about Camp Grant, near Rockford, Illinois, for the use of the soldiers in training there. It is hoped to give them such fundamental instruction in geology that they may be able to utilize the simpler principles of the subject in any field where they may be in active service.

Messrs. Robert S. Platt, Harold D. Ward, Kenneth McMurry, assistants in Geography, and Paul MacClintock, Assistant in Geology, have left the University and are in training for service.

Mr. Platt, in the Reserve Officers' Training Camp at Fort Sheridan, has also taken up duties as an instructor in topography in the camp. Four men who would have been fellows or scholars in Geology and Geography have gone into service.

In the Department of Zoology, Dr. Heilbrunn has been commissioned in the Aviation Corps and Mr. William Buchanan is in an Officers' Training Camp.

In the Department of Anatomy, Professor Herrick, with Dr. Emory Hill and Dr. C. B. Semerak, have been working on the problem of gas poisoning. This research has been facilitated by a grant of one hundred dollars from The Sprague Memorial Institute and a special fund of three hundred dollars raised by Mr. H. S. Hyman and other friends of the University. The following members of the Staff have entered the service: Professor B. C. H. Harvey, Major, Commandant of the Instruction Camp for Medical Officers at Camp Cody, N.M. Assistant Professor Elbert Clark, Captain, University of Chicago Ambulance Company No. 3, Allentown, Pa. Mr. Siegfried Maurer, First Lieutenant, at Camp Grant.

Dr. McMicken Hanchett, First Lieutenant, in the Medical Officers' Reserve Corps, attached to Base Hospital Unit No. 13, has been on active duty at the Rockefeller Institute, New York City.

In the Department of Physiology, Professor Carlson has been working on the question of shock, and is accepting a commission in the Sanitary Corps for work on problems of digestion.

In the Department of Physiological Chemistry, Professor A. P. Mathews has entered the Quartermaster's Service as captain.
THE UNIVERSITY AND THE WAR

Professor Coulter is chairman of the Committee on Botany of the National Research Council, the fundamental purpose of which is to stimulate and co-ordinate the botanical research of the country. The war has brought to this committee a host of emergency problems, which are being cared for as rapidly as possible. At present this emergency work has been organized under three divisions:

1. **Raw products.**—The various departments of the government and industrial establishments are continually seeking information concerning new sources of plant products, such as gums, oils, resins, fibers, dyes, drugs, etc. Almost daily requests are being received for such information, and these must be referred to those who know best.

2. **Forestry.**—This division of work has to do chiefly with the suitability of timbers for various uses in war service. It involves a large amount of work in testing. In this work the Forestry Service of the government is in co-operation with the Committee on Botany.

3. **Crop production.**—In co-operation with the Department of Agriculture and the Experiment Stations, the Committee on Botany is undertaking to solve certain fundamental problems in crop production, involving not only larger and more desirable production, but also the prevention of destructive diseases. Provision for these phases of work, requiring the co-operation of botanists throughout the country, is providing the Department with full employment, all of the staff assisting as their special training is needed.

In the Department of Pathology, Professor H. G. Wells, Director of the Sprague Memorial Institute, is in service in Russia as an officer in one of the government commissions sent to Russia. Dr. E. F. Hirsch is in the medical service. The department has been engaged on problems of emergency foods.

Five members of the staff of the Department of Hygiene and Bacteriology are in active military service. A number of graduates and advanced students are in charge of medical or sanitary work at various cantonments. There is at present urgent need for bacteriologists in Red

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To illustrate the incompleteness of these departmental reports the case of a member of the Department of Botany will suffice. In addition to the departmental work here indicated, which in his case was especially a study of the suitability of American peat mosses for dressing wounds, he has been the executive officer of the University of Chicago Rifle Club and for two years has given most of the time he could spare from University duties, to instruction in the use of the rifle; he found and reported on a new and abundant source of supplies for military explosives in a plant which has hitherto been a great nuisance—a report on which it is said the government has acted.
Cross and Army work and the Department is taking special measures for the speedy training of suitable candidates. Professor Jordan is serving on a committee of three appointed by the Red Cross War Council to organize sanitary units to be sent to one of the allied countries and is also assisting in the selection of men for public health work at some of the cantonments.

VI. GENERAL RESEARCH AND TRAINING

Andrew C. McLaughlin, Chairman

This committee was organized for the purpose of affording to members of the Faculties of Arts and Literature such opportunities for national service as might be possible to men and women whose work was chiefly in the humanities. A committee on training in modern languages was made up of E. H. Wilkins, chairman, A. Coleman, and G. W. Sherburn. The chief work of the committee has been the provision of instruction in spoken French for men and women in military or Red Cross service. Nine sets of courses have been organized for various units at the University in the City of Chicago, at Fort Sheridan, and in the camp of the First Illinois Field Artillery at Highwood. Each set of courses in general has comprised several sections of elementary French and one or more sections of intermediate and advanced French. The courses downtown for nurses were organized by Miss Wallace; those at Fort Sheridan and at Highwood were organized in co-operation with the Y.M.C.A. Mr. Gilkey brought about the introduction of the first set of courses at Fort Sheridan. About forty men and women have participated in the teaching of these courses; among them, from the staff of the Romance Department, Messrs. Altrocchi, Coleman, Dargan, David, La Meslée, Neff, Northrup, Schinz, Wilkins, and Abbott; and from other Departments of the University Messrs. W. E. Clark, Cross, Knott, A. E. Harvey, and Offner. The other instructors are for the most part present or former graduate students of the Romance Department or men from other institutions in or near Chicago, among them Professor Baillot of Northwestern University, who is now in service as a Y.M.C.A. secretary with the French Army. About nine hundred men and women have attended these courses. Professor Coleman also co-operated in the organization of courses at the Great Lakes Training Station, where seven or eight instructors and about one hundred and fifty men are engaged in the work.
In the endeavor to stimulate the provision of such courses elsewhere, the committee, with the help of Professor Nitze, has carried on a considerable correspondence with the War Department and with teachers of French throughout the country. The chairman of the committee is serving as Adviser on French to the Committee on Education, associated with the Commission on Training Camp Activities.

The chairman and Professor Coleman, with the help of collaborators, have prepared three books for use in courses on Military Spoken French: “First Lessons in Spoken French for Men in Military Service,” prepared with the help of Professor Huse of Sophie Newcomb College; “First Lessons in Spoken French for Doctors and Nurses,” prepared with the help of Miss Preston of the University High School; and “Le Soldat Américain en France,” prepared by Professor Coleman and Professor La Meslée. These books have been published by the University of Chicago Press.

The committee has offered to furnish translators to the Citizens’ War Board of Chicago and the State Council of Defense. Requests for translation have been received from the branch of the Naval Consulting Board which is associated with the State Council of Defense. In accordance with these requests translation from Italian has been done by Professor Altrocchi and translation from French by Professor Huse of Sophie Newcomb College.

Codes and ciphers have long been a favorite study of the Head of the Department of English, Professor John M. Manly, who has frequently been consulted concerning problems of seventeenth-century ciphers. At the outbreak of the war Professor Manly placed at the disposal of the government this expert knowledge and volunteered to organize in the University of Chicago a course in codes and ciphers for the use of the army officers. At the beginning of October he was summoned to Washington as a captain in the Intelligence Division of the War College.

Food conservation has been encouraged in several ways. To the Food Administration in Washington the University has contributed Professors Frederic Woodward and H. E. Oliphant of the Law School, now acting as aides to Mr. Hoover. A very heavy and important enterprise is that which was announced in August and September in letters addressed by President Wilson, Mr. Hoover, the Head of the Food Administration, and Mr. P. P. Claxton, Commissioner of Education. President Wilson has urged all teachers and other school officers to increase
materially the time and attention devoted to instruction bearing directly on the problems of community and national life. In the concluding paragraph of his letter, President Wilson says:

In order that there may be definite material at hand with which the schools may at once expand their teaching I have asked Mr. Hoover and Commissioner Claxton to organize the proper agencies for the preparation and distribution of suitable lessons for the elementary grades and for the high-school classes. Lessons thus suggested will serve the double purpose of illustrating in a concrete way what can be undertaken in the schools and of stimulating teachers in all parts of the country to formulate new and appropriate materials drawn directly from the communities in which they live.

The preparation of these lessons in community and national life has been undertaken by the Director of the School of Education, Charles Hubbard Judd, and the Dean of the School of Commerce and Administration, Professor Leon C. Marshall. Lectures on Food Conservation have been provided especially during the Summer Quarter, when the following lectures were given:

LECTURES ON THRIFT

"Thrift as a Means of Industrial Mobilization," Professor Moulton.
"Thrift in the Utilization of Natural Resources," Professor Barrows.
"The Relation of Thrift to the Demand for Labor," Professor Deibler.
"Provision for the Future," Professor Hamilton.
"Thrift versus Exploitation in Relation to Public Welfare," Professor Brown.
"Thrift in the Choice of Farm Crops," Professor Nourse.
"The Coming of Thrift in Farm Operation," Professor Nourse.
"Economical Marketing of Farm Products in Chicago," Professor Nourse.

LECTURES ON FOOD

"Recent Investigations in Food Requirements," Miss Blunt.
"Efficient Household Expenditures for Food," Miss Hanna.
"Increasing the Food Production in the United States," Mr. Crocker.
"Scientific Nutrition and the War," Mr. McCollum.

LECTURES ON CLOTHING

"War and the Textile Industry," Miss Van Hoesen.
"War and Clothing Design," Miss Miller.

The garden movement was assisted by the assignment of one hundred and sixty-seven plots to individuals. The ground was prepared at the expense of the University and advice was given by the Department of Botany to the many gardeners.
In the training of public speakers for Bond Campaigns and other propaganda Professor S. H. Clark has been very active, not only at the University of Chicago, but also at Chautauqua, New York. Professor Clark himself has given a great deal of time to the delivery of speeches all over the country. Perhaps his most notable appearance was at St. Louis, when the newspapers trumpeted his proposed substitute for the imported slogan "Do your bit," the American one, "Do your damnedest."

Members of the Faculties other than the Science Faculties have been contributing to many other movements. In addition to serving on exemption boards and committees, there should be mentioned here the addresses in support of the war. In the Divinity School it has been found that men might be of national assistance within the limitations of their usual work. Professor Shirley J. Case, for instance, has been devoting a great deal of his time to combating the doctrine—surprisingly powerful at the present time largely because of rich subsidies—that it is not only hopeless but wicked to try to make the world safe for democracy, because the worse the world gets, the closer it comes to the millennium! The delivery of public addresses, however, is chiefly supervised by the Publicity Committee.

VII. PUBLICITY

SHAILER MATHEWS, Chairman

The Committee on Publicity may be said to have begun its work with the course of lectures on "Why We Are at War," which were given in Leon Mandel Assembly Hall by President Judson, Professors McLaughlin, Shorey, Mathews, Bramhall, and Scott. These lectures were repeated by invitation at the City Club and again during the Summer Quarter. The Committee on Public Information has issue 50,000 copies of Professor McLaughlin's address.

In addition, upon its more complete organization the committee proceeded to discover and tabulate the various services which men of the philosophical and social groups in the University would undertake. Notwithstanding the coming of the vacation season, the committee was able to bring about considerable publicity. The committee was organized into subcommittees on Speakers and Publications. Plans have been made for the publication of the war lectures given in Leon Mandel Assembly Hall already referred to. In addition, arrangements have been made for publications by the Faculty in the Chicago Tribune, Herald, and News, and in some cases with news syndicates. Thus far, articles have
appeared by Professors McLaughlin, Mead, Reed, Mathews, and Scott. Public lectures have been given at Leon Mandel Assembly Hall under the auspices of the committee by Private Peet and other speakers. Speakers have been furnished also for service outside of the quadrangles: a large number of "four-minute men" in the Liberty Loan Campaign; lecturers on issues and problems of the war at the central Y.M.C.A.; high-school commencement speakers and speakers before clubs and the Association of Commerce.

VIII. RELIEF AND SOCIAL WORK

ALBION WOODBURY SMALL, Chairman

Since the reorganization of the War Service the Committee on Relief and Social Work has continued such leadership as was involved in the financial campaign for the support of the prison-camp work of the Y.M.C.A., the provision of funds for the American ambulance in France, and the Red Cross campaign. At present the committee is assisting in the Second Liberty Loan campaign. The committee has sent to all members of the University the following statement of a plan for cooperation in the Second Liberty Loan:

SECOND LIBERTY LOAN BONDS

Representatives of the Faculties and employees of the University of Chicago have made many inquiries as to the willingness of the University to assist its members in paying subscriptions for "Second Liberty Loan" Bonds. The Trustees of the University have considered the question, and have authorized the following statement:

The Board of Trustees of the University of Chicago will purchase "Second Liberty Loan" Bonds for the members of the Faculties and employees of the University and members of their families, to an amount for which they subscribe, not exceeding $1,000 for any one subscriber, on the following terms of payment to the University, on the basis of each $50 bond, the amounts, if desired, to be deducted from payments for salary.

TERMS OF PAYMENT

On November 1, 1917, $5.50, and the same amount on the first day of each month thereafter to and including June 1, 1918, and on July 1, 1918, $5.75. The University will allow interest at 3 per cent per annum on each installment to July 1, 1918. Upon the completion of the payments, the University will on or after July 1, 1918, deliver to the subscriber a $50 United States Government 4 per cent "Second Liberty Loan" Bond with accrued interest from May 15, 1918, to July 1, 1918, which amounts to 25 cents. This is equivalent to the total of instalments paid in with interest at 3 per cent thereon.
In case a subscriber fails to complete his payments on or before July 1, 1918, the total amount paid by him will be returned. Subscriptions may be made for multiples of $50 on the same basis of payment as that for each $50 bond. Should anyone desire to make the payments in fewer than the nine instalments mentioned, he may make arrangements with the Auditor therefor.

In cases of employees receiving weekly wages, instalments may be made on a weekly plan, details of which will be given on application to the Auditor.

Subscriptions may be made on the accompanying blanks and sent to the Auditor of the University on or before October 24, 1917.

Of individual endeavor some conception may be secured from the activities of Dean Sophonisba P. Breckinridge. Miss Breckinridge, in addition to being a member of the subcommittee on women of the Committee on Labor (Samuel Gompers, chairman), National Council of Defense, chairman of the subcommittee on Negro Women in Industry, a member of the Chicago Red Cross Committee on training volunteers, is director of the Chicago Institute in Civilian Relief Service, the district which includes Illinois, Iowa, Wisconsin, Nebraska, and Kansas, a position to which she was appointed by the Director General of the Civil Relief Division of the American Red Cross. She is also conducting courses on Civil Relief in the Chicago School of Civics and Philanthropy and in the University of Chicago.

The following lectures on phases of war-time social work were delivered during the summer:

"The Civilian Functions of the Red Cross," Mr. O'Connor.
"The Protection of Infant Life," Mr. Reynolds.
"Canada's Care for the Soldier's Family," Miss Bird.
"Medical Agencies in Relation to Social Service," Dr. Emerson.
"Re-education of the Handicapped Soldier," Miss Thompson.
"Emergency Relief in Disasters Other Than War," Mr. Mullenbach.
"Woman's Work in War Time," Mrs. Robins.

IX. WOMAN'S WAR AID

MRS. HARRY PRATT JUDSON, Chairman

The Woman’s War Aid of the University of Chicago was organized May 7. Since that time the several component groups have been active in making supplies for the American Fund for French Wounded and the American Red Cross. Articles have included sweaters, pajamas,
shirts, helmets, bed pads, surgical pillows, comfort bags, etc. These articles have been furnished as follows:

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<th>Group</th>
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<tr>
<td>Ida Noyes Hall Group</td>
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<td>Ida Noyes Red Cross Group</td>
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<tr>
<td>The Needle Work Guild Group</td>
<td>2,260</td>
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<tr>
<td>The Hyde Park Baptist Church Group</td>
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<td>Total</td>
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The Ida Noyes Hall Group, in addition to working for the American Fund for French Wounded and the Red Cross, made 725 kits for the University of Chicago Ambulance Company. The total number of those sewing in the several groups is not accurately known. In the Ida Noyes Hall Group in which work was done by members of Faculty families, alumnae, the University Dames Club, employees of the University Press, students and their friends, the estimated number of those sewing, some regularly, others occasionally, was two thousand.

The treasurer of the Woman's War Aid shows that for the four months from May 29 to October 3, the total receipts have been $5,310.04. Of this amount $2,367.98 was expended for supplies. Cash on hand October 3 was $2,942.06.

X. WOMEN STUDENTS' ACTIVITIES

ELIZABETH WALLACE, Chairman, July 1—October 3

EDITH FOSTER FLINT, Chairman

The war activities of women students are to be directed through two committees—a faculty committee and a central student committee. The former consists of: Mrs. George Goodspeed, Miss Gertrude Van Hoesen, Mr. E. W. Burgess, Miss Anne Elizabeth Taylor, Mrs. Edith Foster Flint. The latter will consist of one representative from each of the following organized groups: Women's Administrative Council, Young Women's Christian League, Women's Athletic Association, Graduate Women's Club, Home Economics Association, Kindergarten Association, Neighborhood Clubs, International Club, Medical Women's Club, Inter-Club Council, Women's Halls. It is plain that, once the field of operations is marked off and divided, the faculty committee shall chiefly become advisory and the work be in the hands of the central student committee and such subordinate committees as it shall create. The field of operations has been so far only roughly surveyed. But it will consist of at least three parts, having to do respectively with public
exercises, practical activities within the University, and connection with activities outside. Under the first head will come, among other things, lectures, chapel exercises, patriotic sings, perhaps added “war courses” in the curriculum. Under the second will come Red Cross work and various sorts of sewing, knitting, magazine and book collecting and forwarding, gardening, food conservation—these among other practical campus activities to be determined upon later. The third group of operations has yet to be outlined even tentatively. The hope is that, even with the main part of a student’s day pre-empted by classes and preparation therefor, regular periods may be arranged wherein she may aid in the social work at settlements, infant-welfare sections, and the like, now in special need of help because of the war.

The chairman has been in communication with other colleges undertaking to make place for similar work for women students and hopes that in spirit, if not in actual scheme, co-operation may develop.
X. WOMEN STUDENTS' ACTIVITIES

The war activities of women students are to be directed through two committees—a faculty committee and a central student committee. The faculty committee is made up of: Mrs. George Gould, Miss Margaret Van Hoosen, Miss E. W. Duggar, Miss Alice Elizabeth Parker, Mrs. Ruth Foster Flint. The faculty will consist of one representative from each of the following organized groups: Women's Administrative Council, Young Women's Christian League, Women's Athletic Association, Graduate Women's Club, Home Economics Association, Kindergarten Association, Neighborhood Clubs, International Club, Medical Women's Club, Later Club, Council of Women's Clubs. It is planed that, once the field of operations is mapped out and divided, the faculty committee shall then become advisory and the war work is in the hands of the central student committee and such subordinate committees as it shall create.

The field of operations has been so far only roughly surveyed. But it will consist of at least three parts: (1) those to do respectively with public