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COMMITTEE ON EDUCATION AND SPECIAL TRAINING

STUDENTS ARMY TRAINING CORPS

WAR ISSUES COURSE

Questions on the Issues of the War

INTRODUCTION

THE QUESTIONS contained in this pamphlet are a product of the War Aims Course which was given in the National Army Training Detachments (now Section B of the Students Army Training Corps) during the summer. The soldiers in the various detachments were asked to write out the questions about the war which most puzzled them. In order to encourage them to be perfectly frank their instructors asked them not to sign the papers. The most significant of the many thousands of questions thus produced were sent by the instructors to the Committee and from these were selected the questions which appear in this pamphlet. Over three-fourths of the questions are printed verbatim. About one-fourth were altered so as to combine a number of questions on the same topic into one and thus save repetition of the same references for question after question.

Three methods for treating the questions suggested themselves: the first was to print a very large number without any references or information as to the answers; the second was to write out brief answers to the questions selected; the third plan, here adopted, was to print the questions with references to the information which would answer them. If the questions had been intended for the sole use of men who are making a special study of the war and who are perfectly familiar with its growing and elusive bibliography, the first plan would undoubtedly have been the best. If the pamphlet had been intended for the use of students,

the second plan would probably have been preferable, but for the purposes of instructors who, in many cases, will find it necessary to build up the collections in their college and university libraries, the arguments seemed all in favor of the plan here chosen.

The plan of the Committee in all the courses which have been given on the issues of the war has been to urge instructors to give careful heed to the difficulties in the minds of the students. The greatest emphasis has been laid on opportunities for discussion in class and for individual questions. It is on this account that the Committee attaches special importance to such series of problems as the one here presented. No class will ask all these questions and it will hardly be possible for any lecturer to discuss them all, but the man who has made a special study of them will have an accurate idea of the types of difficulties which present themselves to his students and should be able to make his instruction better on that account.

In sifting out the questions and arranging them in this form, a great deal of their human interest has disappeared. The man whose privilege it is to discuss these topics intimately with young soldiers who are going off to fight will find their minds bristling with every kind of question. For the moment the war has heated history and philosophy and economics and geography to incandescence by the irresistible current of the great purpose of America and the Allies. Fully to understand this purpose, to trace the issues of this war to their roots in the events and the systems of thought of the past is in itself a liberal education and the study of these issues by a man who expects to carry his convictions into action will produce the effect which liberal knowledge always produces —to train the mind and to ennoble the character.

The task of editing these questions has been performed by a large number of scholars in collaboration. The greater part of the work has been performed by members of the National Board for Historical Service, who have been untiring in their efforts to provide historical materials for the War Issues Course.

COMMITTEE ON EDUCATION AND SPECIAL TRAINING,
By FRANK AYDELOTTE,
Director of War Issues Course.

GERMANY

GOVERNMENT

1. How is the reichstag elected?
2. What power had the reichstag in declaring war against another country?
3. Do the reichstag and bundesrath always meet as separate bodies?
4. Was the bundesrath ever so powerful that it dared actually dismiss the reichstag?
5. Could the bundesrath and reichstag overrule the Kaiser on any order he might make?
6. Has the Kaiser absolute control of the army and navy?
7. What is the voting importance of the average German?

War Cyclopedia (Revised ed.).—German Empire.

WILSON, WOODROW.—*The State.* Pp. 517-522; also p. 498 and p. 506.

HAZEN, C. D.—*The Government of Germany.* (Committee on Public Information pamphlet; excellent brief exposition.)

HOWARD, B. E.—*The German Empire.* N. Y., 1906. (A study of the form and operation of its government; fullest treatment in English.) See especially pp. 40, 66, 409.

OGG, F. A.—*The Governments of Europe.* Part 2. N. Y., 1913.

LOWELL, A. L.—*Governments and Parties in Continental Europe.* Vol. I, chaps. V and VI, and Vol. II, chap. VII. Boston, 1896.

GERARD, J. W.—*Face to Face with Kaiserism.* N. Y., 1917.

WETTERLÉ, E.—*Behind the Scenes in the Reichstag.* N. Y., 1918. (By an Alsatian ex-deputy and insurgent.)

SMOOT, W. S.—Germany's Form of Government. N. Y. *Times** Cur. Hist., Vol. VI, p. 516 ff., June, 1917.

MIDDLETON, J.—Germany's Long Road to Democracy. *World's Work,* Vol. 34, p. 199 ff.

*The six-part edition is cited throughout. In the twelve-part edition articles can be located by date and page.

SOCIAL CONDITIONS AND PUBLIC OPINION

8. What is the population of Germany?
9. Didn't the Germans have laws to safeguard the health of the people?
10. Are there any slums in Germany?
11. Doesn't Germany provide for her aged and poor?
12. Isn't the average man pretty well off in Germany?

13. Wasn't Germany's school system regarded by us as the best in the world?
14. Why does the world look upon Luther as so great a reformer if Germany has no sound Christianity now?
15. How do the German people get their news? Is there any press in Germany that can express its own ideas during the war?
16. Are the German people really back of their government in this war?

DAWSON, W. H.—*The Evolution of Modern Germany.* N. Y., 1908. *The German Workman.* N. Y., 1906, and *German Life in Town and Country,* 1901. (By a careful student of social and economic conditions; written before the war. They are indispensable for reference.)

OGG, F. A.—*The Economic Development of Modern Europe.* N. Y. Chap. XXIV. (Enters extensively into the subject of Germany's social legislation.)

War Cyclopedia (Revised ed.).—News Control, German. News-Making, German.

HAYES, C. J. H.—*A Political and Social History of Modern Europe.* N. Y., 1916. Vol. II. (Gives some attention to social legislation.)

BARKER, J. ELLIS.—*Modern Germany.* N. Y., 1915. (The work of an anglicized German; takes a relatively favorable view of labor conditions in Germany but severely criticizes her educational system.) Several earlier editions.

SMITH, T. F. A.—*The Soul of Germany.* N. Y., 1915. (Takes a very unfavorable view of things German, notably German society, religion and education; also reveals the subservience of the press; author was for many years until the war a professor in a German university, and writes from personal observation.)

FIFE, R. H.—*The German Empire Between Two Wars.* Chaps. XIV-XVII. N. Y., 1916. (Chap. XIV finds some slums for the inquirer; chap. XVI finds plenty of fault with the educational system; chap. XVII makes a point of the helplessness of public opinion in time of a crisis.)

SHADWELL, A.—*Industrial Efficiency.* N. Y., 1909. (Chapters on German industrial methods.)

ALEXANDER, T.—*The Prussian Elementary Schools.* N. Y., 1918. (Shows how the views of Pangermanists are taught children through the geography lessons and in other ways. Excellent.)

SMOOT, W. S.—Prussianism in German Education. N. Y. *Times* Cur. Hist., Vol. VII, part 2, p. 324 ff. February, 1918. (Journalistic, suggestive, and entertaining; emphasizes the official grip on the education of young Germany; alleges that Pan-Germanism has its place in the teaching.)

Rooting Out Christianity in Germany. *Lit. Dig.,* October 13, 1917. (Showing the essential materialism of the German religion.)

GALLISON, MRS. H. H.—The German People and the War. *Outlook,* vol. 114, p. 775 ff. (Shows the impressive unanimity of the German people in the present war.)

SHADWELL, A.—German Hate: Its Cause and Meaning. *XIXth Cent.* Vol. 77, p. 987 ff. (Treats the war as "essentially a war of peoples" and analyses Germany's temper.)

BENNETT, ARNOLD.—What the German Conscript Thinks. N. Y. *Times* Cur. Hist. Vol. I, p. 93 ff. (January, 1915.) (Argues not from personal observations but "on general principles" that the German people have their heart in the war. Entire article illuminating.)

MCLAREN, A. D.—The Mind and Mood of Germany Today. *Atl. Mo.*, vol. 120, p. 795.

MCLAREN, A. D.—The German Outlook for Parliamentary Government. *Atl. Mo.*, vol. 121, pp. 618-26.

CLARK, VICTOR S.—The German Press and German Opinion. *Atl. Mo.*, vol. 122, pp. 1-9. This article and the two articles by McLaren are of special value as revealing the almost fateful, corporate, state-centered character of German opinion.

RESOURCES

17. Where does Germany get her supply of iron?

War Cyclopedia (Revised ed.).—Coal and Iron as Causes of the War.

BARKER, J. E.—Coal, Iron, and World Dominion. *XIXth Cen.* Vol. 83, p. 698 ff. (For Germany's mineral resources in the lands under military occupation.)

GARDINER, J. B. W.—Lorraine the Test of Victory. *World's Work.* January, 1918.

Lorraine Coal and Iron. *New Republic.* September 8, 1917.

USHER, ABBOTT P.—*Am. Hist. Rev.* Vol. XXIII, No. 4, p. 797. (July, 1918.)
N. Am. Rev. Vol. 286, pp. 188-90. July, 1915.

STODDARD, L., and FRANK G.—Stakes of the War. *Century,* N. Y. 1918. Topic, Alsace-Lorraine. p. 27.
Atl. Mo. Vol. 115, pp. 817-29. June, 1915.
Sci. Am. Vol. 3, p. 460. December 15, 1914.
Fort. Rev. Vol. 108, pp. 700-710.
American Geographical Review. August, 1918.

MACFARLANE, C. W.—The Economic Bases of an Enduring Peace. *Scribner's.* Phila., 1918.

POLICY OF AGGRESSION

18. Is the war purely a commercial one on the part of Germany? Was it commercial rivalry between Germany and England that started it? Were not the Allies trying to crush Germany and get the commercial mastery of the world?

19. What is meant by Pangermanism? How does Germany seek to justify it?

20. Why does Germany want to rule the world?

21. Is it a fact that Germany had got to a point when she had to gain more territory in order to support her population or there would be rebellion at home? Because of Germany's large population and cramped position, won't it be necessary in establishing peace to provide for her expansion?

War Cyclopedia (Revised ed.).—See under Pangermanism, Berlin-Bagdad Corridor, *Drang nach Osten,* Hegemony, Lichnowsky Revelations, Mitteleuropa, Mühlon Revelations, War, Responsibility for.

NOTESTEIN and STOLL.—*Conquest and Kultur.* (C. P. I. pamphlet.)

ARCHER, W.—*Gems (?) of German Thought.* N. Y., 1917.

SMITH, MUNRO.—*Out of Their Own Mouths.* N. Y., 1917. (This and the two works by Archer and by Notestein and Stoll consist of collections of utterances from educated Germans, amply revealing the pangermanist creed.)

GRUMBACH, S.—*Germany's Annexationist Aims.* N. Y., 1917. (Excerpts from a German compilation of Pan-Germanist writings, translated and compiled by J. Ellis Barker.)

VERGNET, PAUL.—*France in Danger.* N. Y., 1915. (A convincing revelation of the rising tide of Pan-Germanism on the eve of the war; attributes the aggressive policy of modern Germany to the Pan-Germanist League, and gives much new information. Originally published in Paris in 1913.)

BOURDON, G.—*The German Enigma.* Chap. IX. N. Y., 1914. (A personal investigation of the German mind by the editor of the *Figaro* shortly before the war; shows the Pan-Germanist to be a dangerous fool.)

REICH, E.—*Germany's Madness.* N. Y., 1914. (Discusses Germany's claim of racial and intellectual superiority with illustrations from German pens and mouths; indicts the German nation with megalomania.)

GIBBONS, H. A.—*The New Map of Europe.* Chap. II. N. Y., 1914. (Also treating briefly of the obsession behind *weltpolitik.*)

DAWSON, W. H.—*What Is Wrong With Germany?* N. Y., 1915. (A tardy but impressive revelation of the meaning of *weltpolitik* by one of the best informed Anglo-Saxon writers upon modern Germany.)

PHILLIPPS, L. M.—*Europe Unbound.* Chap. IV. N. Y., 1916. (Able study of the menace of Pan-Germanism and how it was bound to produce war.)

SAROLEA, C.—*The Anglo-German Problem.* N. Y., 1915. (Remarkably keen and prophetic study of Prussianism written originally before the war. First Am. edition 1912.)

SETON-WATSON, R. W., *et al.*—*The War and Democracy.* Chap. III, sec. 2. N. Y., 1915. (Admirable survey of the contribution of Prussianism to the German policy of aggression, by A. E. Zimmern.)

BEVAN, E. R.—*The Method in the Madness.* N. Y., 1917. (An able and fairly sober English study of the reciprocal attitude of German and British opinion; also discusses Germany's war-aims.)

SCHMITT, B. E.—*England and Germany.* Princeton, 1916. (One of the best and fullest treatments of Anglo-German relations since 1870; interesting and fair-minded; seems to show that Great Britain had no rational cause for wanting to fight Germany on commercial grounds.)

GUYOT, Y.—*The Causes and Consequences of the War.* Part 2 and part 5, chap. I. N. Y., 1916. (One of the ablest studies of Germany's economic motives for war, presented without exaggeration; gives too little relative attention to politico-psychological forces.)

HAUSER, H.—*Germany's Commercial Grip on the World.* N. Y., 1918. (A truly startling exposé of Germany's world-wide campaign of economic conquest; all its evidence not yet fully confirmed.)

SEYMOUR, C.—*The Diplomatic Background of the War.* Chaps. IV and V. New Haven, 1916.

DAVIS, W. S.—*The Roots of the War.* Chap. XVIII. N. Y., 1918. (This and Seymour are useful and discriminating texts.)

SMITH, M.—Germany's Land Hunger. *Pol. Sc. Quar.,* vol. 32, p. 459 ff. (A Brilliant study. Also published with other essays under the title *Militarism and Statecraft.* N. Y., 1918. See part 4.)

EISNER, K.—The Pan-German Society. N. Y. *Times* Cur. Hist., vol. I, p. 674 ff. January, 1915. (Attributes the trend and character of German imperialism to the Pan-Germanists and insists that the main plank in their platform was for Germany to get colonies.)

FOERSTER, F. W.—*A Voice From Germany.* Why German Peace Declarations Fail to Convince. International Conciliation, Pamphlet No. 129.

MASARYK, T. G.—The Literature of Pan-Germanism. *New Europe,* vol. I, p. 118 ff.

MASARYK, T. G.—Pan-Germanism and the Eastern Question. *New Europe,* vol. I, p. 1 ff. (Showing the elaboration of Pan-Germanism into a plan for the subjugation and assimilation of non-German peoples, with special reference to its eastward objective; by the distinguished leader of the Czechs.)

HALLIFAX, E. W.—The Self-Revelation of the German War Party Before the War. N. Y. T*imes* Cur. Hist., vol. IV, p. 540 ff. (June, 1916.) (Discussion of personal forces behind the outbreak of war, including quotations from Professor Nippold's untranslated exposure of German chauvinism.)

HARDEN, MAXIMILIAN.—Germany Will End the War. N. Y. *Times* Cur. Hist., vol. II, p. 129 ff. (April, 1915.) (Maximilian Harden's candid admission; need of land, better access to the ocean, a greater stock of raw materials are objects which induce her to provoke war.)

The Philosophy of Terrorism. *Unpop. Rev.,* vol. VI, p. 294. (A readable article showing the essential paganism of the German intellect.)

PATTEN, SIMON N.—The German Way of Thinking. *Forum,* vol. 54, p. 18. (Shows distinctly the cleavage between Teutonic and Anglo-Saxon civilization and the policy of aggression so characteristic of the former.)

SIEPER, PROF.—The Duties of Patriotism. N. Y. *Times* Cur. Hist., vol. III, p. 738 ff. January, 1916. (A remarkable article by a professor of the University of Munich cautioning his fellow-Germans against misunderstanding England, and admitting that the utterances of German chauvinists "have contributed for years towards awakening distrust even in the nations not hostile to us.")

BROOKS, SYDNEY.—Why Does Germany Hate England? *Independent,* vol. 80, p. 160. (Attributes it to economic jealousy.)

SCHMITT, B. E.—Made in Germany. *Nation,* vol. 99, p. 251 ff. (A good brief summary of Germany's principal motives for expansion at the cost of war; the writer refrains from critical comment.)

England's Place in the Sun. *Unpop. Rev.,* vol 6, p. 311 ff. (Shows the artificial stimulus of German imperialism.)

Rose, J. H.—British and German Policy. *Fort. Rev.,* vol. 103, p. 372 ff. (Showing from the point of view of Anglo-German relations the historical course of German imperialism which led to the war; does not sufficiently emphasize the Middle-Europe plan.)

Johnston, Sir Harry H.—Did Britain Stand in Germany's Way? *Living Age,* vol. 285, p. 46 ff. (Ably answered in the negative by the well-known writer on world-politics and African history.)

Lichnowsky, Prince Karl.—Memorandum. N. Y. *Times* Cur. Hist., supplement to issue of May, 1918, and also *International Conciliation* pamphlet No. 127, and published in book form. (See under the Middle-Europe plan). (Memorandum is followed by a "confession" from W. Muehlon, an ex-director of Krupps, later elaborated and presented in book form as *The Vandal of Europe.* N. Y., 1918.)

Haldane, Lord.—Lord Haldane's Account of His Own Mission of 1912. N. Y. *Times* Cur. Hist., vol. VIII, part 2, p. 166 ff. July, 1918.

British Official Statement Respecting the Anglo-German Negotiations of 1912. N. Y. *Times* Cur. Hist., vol. VIII, part 2, p. 169 ff. (Seems to show that Germany wanted to insure British neutrality in event of a war with France —which she might allege to be defensive.) July, 1918.

Beer, G. L.—The Anglo-German Negotiation in 1914. *New Republic,* vol. IV. December 18, 1915. (Study of Anglo-German relations as they stood on the eve of the war; argues that Great Britain's generous attitude towards Germany, though officially acknowledged by the latter, was really responsible for widening the breach.)

Millioud, M.—A Swiss View of Germany. N. Y. *Times* Cur. Hist., vol. II, p. 337 ff. May, 1915. (Showing how an intense national self-sufficiency led to plans of economic conquest.)

Millioud, M.—Germany's Frenzied Trade. *World's Work,* vol. 32, pp. 307-14, pp. 456-64. (Attempting to show that over-production led Germany to bring on war; not wholly convincing but well worth reading in conjunction with Hauser's book, cited above; the article is an abridgement of a book by the same author.)

The New German Empire. (Pamphlet reprinted from *The Round Table;* perhaps the best reference in small compass; discusses manifestation of the spirit and aims of modern Germany and the development of her economic imperialism; published by Doran, N. Y.)

THE MIDDLE-EUROPE PLAN

22. How did Austria come under the influence of Germany?
23. Did England desire possession of the Bagdad Railroad and use Russia as a medium to get it?
24. Will you tell something of the rail system Germany had planned through Turkey and Arabia?
25. In the event of peace, will Germany be permitted to build the Berlin-Bagdad Railway?

LEWIN, P. E.—*The German Road to the East.* N. Y., 1917. (The fullest work in English on the subject; relates the essence of the Anglo-German agreement of 1914, which came too late to prevent war; also discusses Germany's relations with Austria-Hungary.)

STEED, H. W.—*The Hapsburg Monarchy.* N. Y., 1913. (For Austro-German relations.)

LICHNOWSKY, PRINCE KARL.—The Disclosures from Germany. (*International Conciliation* Pamphlet No. 127.) (A remarkable revelation of Germany's unalterable resolve to precipitate war despite Great Britain's generous concessions in Africa and Asia; by the late German Ambassador to London.)

CHÉRADAME, ANDRÉ.—*The Pan-German Plot Unmasked.* N. Y., 1916. *The United States and Pan-Germania.* N. Y., 1918. And *Germany's War Profits.* 1918. (Three discussions of Germany's Middle-Europe and eastern schemes in particular, with also some inclusion of Pan-Germanist plans elsewhere; very important for its appreciation of the pith of the German menace, but assuming considerable knowledge of the historical background; there is much repetition in the last two works of the arguments of the first.)

SCHMITT, B. E.—*England and Germany.* Princeton, 1916. (Good on the history of the Bagdad project.)

GIORDANI, PAOLO.—*Germany's Colonial Empire, Its Beginning and Ending.* (Translated from Italian.) Chapman, London, 1916. (Deals well with the early history of the Bagdad Railway project but ignores more recent developments.)

MARRIOTT, J. A. R.—*The Eastern Question.* Last chap. N. Y., 1917.

ROSE, J. H.—*The Origins of the War.* N. Y., 1915. Pp. 82-90. (A brief but animated recital of facts.)

BEAVEN, M. L. R.—*Austrian Policy Since 1867.* (Oxford pamphlet.) London and N. Y., 1914.

War Cyclopedia (Revised ed.).—Under Berlin to Bagdad, Drang nach Osten. President's Flag Day Address with Evidence of Germany's Plans (C. P. I., pp. 21-5).

SCHIERBRAND, W. VON.—The Fate of Austria-Hungary. *World's Work,* vol. 34, p. 189. (Discussing somewhat the economic fetters that bind Germany and Austria.)

BRANTS, I. I.—Mittel-Europa and Hapsburg Policy. *Living Age,* vol. 298, p. 544 ff. (Illuminating.)

USHER, R. G.—Austro-German Relations Since 1866. *Amer. Hist. Rev.* April, 1918.

O'CONNOR, T. A.—The Bagdad Railway; Its History and Diplomacy. *Fort. Rev.,* vol. 101, pp. 201-216. (A careful historical survey, with map.)

GERAUD, A.—A New German Empire. *XIXth Cen.,* vol. 75, pp. 958-72, 1316-26.

WOODS, H. C.—The Bagdad Railway. *Fort. Rev.,* August, 1917, p. 235. See also *N. A. Rev.,* vol. 208, p. 219 ff. (Readable article on the history of railway enterprise in Asiatic Turkey and the extent to which the Bagdad road has been constructed.)

CHÉRADAME, A.—The United States and Pan-Germanism, The Fallacy of a German Peace, and How to Destroy Pan-Germany. *Atl. Mo.,* vol. 119. p. 721 ff., and vol. 120, p. 663 ff. and p. 819 ff. (Three articles on Chéradame's usual thesis—subsequently published in book form by the Atlantic Monthly Press, Boston.)

(See also Beers article under Policy of Aggression. *New Republic,* vol. IV, Dec. 18, 1915.)

COLONIAL ADMINISTRATION

26. How does England's treatment of her colonies compare with the way Germany has treated hers?

(See also references under Great Britain.)

War Cyclopedia (Revised ed.).—British Empire.

GIORDANI, P.—*Germany's Colonial Empire: Beginning and Ending.*

MCLAREN, A. D.—*Peaceful Penetration.* N. Y., 1917. London, 1916. (Gives much information on German methods of expansion; might serve as introduction to the subject of German colonization.)

MUIR, RAMSAY.—*The Expansion of Europe.* Pp. 149-50, and chap. IX. (On *weltpolitik.*) Boston, 1917.

ROHRBACH, P.—*Germany's World Policies.* Chap V. N. Y., 1915. (Important as giving a German economist's criticism of German colonial administration, though the original is more to be trusted than the translation; in its main argument the book is unsound, yet it gives interestingly the author's belief in the mission of spreading "the German idea" as the principal justification of her world-policy.)

DAWSON, W. H.—*The Evolution of Modern Germany.* N. Y., 1908. (Has chapters affording intelligent criticism of German methods by one who was then a friend of Germany; like Rohrbach it incidentally cites British policy in comparison.)

KELLER, A. G.—*Colonization.* Pp. 531-95, especially 573-8. Boston, 1908. (These chapters by an able American student of colonization were originally printed in the *Yale Review.*)

LEWIN, P. E.—*The Germans and Africa.* Especially chap. XVII. N. Y., 1915. (One of the most enlightening brief accounts of Germany's colonial administration in the African field.)

HARRIS, J. H.—*Germany's Lost Colonial Empire and the Essentials of Reconstruction.* London, 1917.

ZIMMERMAN.—*The German Empire in Central Africa.* London, 1918. (An exposé of German ruthlessness in Africa by one who believed and participated in it; a very important document.)

HARRIS, J. H.—Germany's Treatment of Native Races. *XIXth Cent.,* vol. 78, pp. 44 ff. (Very reliable and illuminating.)

LEWIN and CAMPBELL.—How Germany Treats the Native. *Quar. Rev.,* vol. 229, pp. 372 ff. (Interesting side lights on German ruthlessness in Africa.)

WAR PLANS

27. Why did Germany strike in the west instead of in the east where the countries are weak?

28. Did Germany build railways to the Belgian frontier in order to attack Belgium?

BERNHARDI, F. VON.—*Germany and the Next War.* (Eng. trans.) N. Y., 1914.

ROSE, J. H.—*Origins of the War.* P. 37. (On the ulterior designs of the railway building near the Belgian frontier.)

SMITH, M.—MilitaryStrategy versus Diplomacy. *Pol. Sci. Qt.*, vol. 30, p. 37 ff. (Points out, p. 76, incidentally to a broader subject, that Germany might have wanted to occupy Belgium as a precedent for doing the same thing in some future war in order to get a base of operations against England; this article is reprinted as a chapter in the author's *Militarism and Statecraft.*)

PRATT, E. A.—*The Rise of Rail-Power in War and Conquest.* Chap. VIII. N. Y., 1915. (Merely relates the railway building on the German frontier without discussion of its importance.)

CHURCH, W. E.—Germany Long Planned the War. N. Y. *Times* Cur. Hist., vol. IV, p. 868 ff. August, 1916. (Remarkable documents purporting to be official and written in 1913, pointing to the intention to violate Belgium's neutrality.)

SONNENSHEIN, E. A.—*Through German Eyes.* (Oxford pamphlet.) N. Y., 1914-15.

LITTLEFIELD, W.—Germany's Strategic Railways. N. Y. *Times* Cur. Hist., vol. I, p. 1000 ff. February, 1915. (Best brief account of Germany's "railway menace.")

War Cyclopedia (Revised ed.).—Violation of Belgian Neutrality.

KULTUR

29. What is meant by Kultur?

War Cyclopedia (Revised ed.).—See under Kultur, Kultur, Mission of, Kultur vs. Civilization.

ARCHER, W.—*Gems (?) of German Thought,* Smith, M., *Out of Their Own Mouths,* and Stoll and Notestein, *Conquest and Kultur.* (These works, cited above, enable Kultur to speak for itself.)

DAWSON, W. H.—*What Is Wrong With Germany?* Chap. I. N. Y., 1915.

SETON-WATSON, *et al.*—*The War and Democracy.* Chap. IX. N. Y., 1915. (Gives an interesting interpretation of Kultur.)

FERRERO, G.—*Europe's Fateful Hour.* Chap. II, N. Y., 1918. (On the love of power embodied in Kultur.)

RALEIGH, W.—*The War of Ideas.* (Admirable study in pamphlet form by a distinguished British scholar.) London and N. Y., 1917.

MATHER, F. J.—Culture versus Kultur. N. Y. *Times* Cur. Hist., vol. I. March, 1915. P. 543 ff. (Perhaps the best definition of Kultur in brief compass; shows that Germany has singularly little "culture," properly so-called.)

ELLIS, HAVELOCK.—The German Spirit. *Atl. Mo.,* vol. 115, pp. 551-9. (A readable analysis by a noted philosopher.)

BOUTROUX, E.—Germany's Civilized Barbarism. N. Y. *Times* Cur. Hist., vol. I. January, 1915. P. 160 ff. (Penetrating analysis of Kultur, as not implying the moral element in human affairs, but embodied in force, and "force *par excellence* is science which puts at our disposal the powers of nature and infinitely multiplies our strength.")

MATTHEWS, B.—Concerning German Culture. N. Y. *Times* Cur. Hist., vol. I, p. 541 ff. March, 1915. (Pointing out the want of urbanity in German social relations and the lack of inventiveness in German science.)

Bolton, B. M.—German Idealism. N. Y. *Times* Cur. Hist., vol. IV, p. 673 ff. July, 1916. (Discussing the dynamic quality of Kultur.)

Gerothwohl, M. A.—The Octopus of German Culture. *Fort. Rev.*, vol. 101, p. 126 ff. January, 1917.

Dewey, John.—On Understanding the Mind of Germany. *Atl. Mo.*, vol. 117, p. 251 ff. (Points out the essential difference between Teutonic and Anglo-Saxon conceptions of civilization.)

Barker, E.—*Nietzsche and Treitschke: The Worship of Power in Germany.* (Oxford pamphlet.)

Joubert, Wilfred A.—Neighbor Hans. *Atl. Mo.*, vol. 121, pp. 166-174. (A delightful story, professing to be from real life, which presents German Kultur concretely and very effectively.)

FRIGHTFULNESS

30. Is there any real proof of German atrocities? Are they authentic?
31. Haven't they been exaggerated in order to prejudice American opinion?
32. Will atrocities be explained later in book form by the Government?
33. Did the Germans commit outrages in China during the Boxer affair?

Note: Material on atrocities is legion. Especially to be recommended for answers to questions are the two pamphlets in the C. P. I. series, edited by Munro: *German War Practices* and *German Treatment of Conquered Territory.* See also Bédier, J., *What the Germans Say About Their Own Methods of Warfare,* N. Y. *Times* Cur. Hist., vol. II, p. 259 ff., May, 1915 (being gleanings from the notebooks of German prisoners and dead); the introduction to Morgan's *German Atrocities,* London, 1916, and the *Bryce Reports; The Systematic Exploitation of Belgium,* N. Y. *Times* Cur. Hist., vol. VII, part i, p. 510 ff., December, 1917; *The Total Destruction of Rheims, ibid,* vol. VIII, part i, p. 485 ff., June, 1918; Brand Whitlock's *Report on Belgian Deportations, ibid,* June, 1917, p. 543; *The Germans, Destroyers of Cathedrals and Treasures of the Past* (a French report), *ibid,* vol. II, p. 1004 ff., August, 1915; finally, a defense of their methods, drawn from the German press, *Germany's Defense of a Destructive Policy, ibid,* vol. VI, p. 322 ff., May, 1917, etc. Scott and Garner, *The German War-Code* (C. P. I.) should be consulted for its explanation of frightfulness; see also Smith, *Militarism and Statecraft, part IV.* Chamberlin, W. J., *Ordered to China.* N. Y., 1903. (Will answer the question on China.) See p. 129. See Curtin, T. D., *The Land of Deepening Shadow,* Doran & Co., N. Y., 1917, for contrast between German and Russian atrocities. Consult also *War Cyclopedia* (Revised ed.), Atrocities.

GERMAN INTRIGUE IN AMERICA

(See under "United States")

THE PROBLEM OF GERMANY'S PUNISHMENT

34. When we get the Huns licked will we see that they get what they deserve or will some pacifist who hasn't done the fighting let them off easy?

War Cyclopedia (Revised ed.).—Peace Terms, United States.
For this and questions regarding economic warfare, see under the last caption in the bibliography.

UNITED STATES AND GERMANY

35. Is the United States vitally interested in the destruction of the "Middle Europe" idea?

Conquest and Kultur (C. P. I.). Section VII and introductory note. (Selections from other writings and speeches of prominent Germans on the subject of world empire.)
President Wilson's Flag Day Address with Evidence of Germany's Plans. (C. P. I.), pp. 14-25. (German expansion eastward.)
War, Labor and Peace (C. P. I.). No. II, Labor and the War. (President Wilson's address before Convention of American Federation of Labor.)

36. What indicates that Germany intended to make war on the United States after she had crushed the other Allies?

Gerard, J. W.—*My Four Years in Germany,* pp. 251-253. (Emperor William threatens the United States.)
Tatlock, J. S. P.—*Why America Fights Germany,* p. 9. (Emperor William's threat to the United States.)
War Cyclopedia (Revised ed.).—Under *America Threatened* and *Der Tag—When?*

37. Is it true that the Kaiser made threats against America?

Conquest and Kultur. (C. P. I.) Section XIV, Pan-Germanism and America, especially p. 96, Kaiser's speech, June 16, 1896, and p. 104, interview with Ambassador Gerard October 22, 1915.
Gerard, J. W.—*My Four Years in Germany,* pp. 251-53. (Emperor William threatens the United States.)

38. Why did not Germany take a hand in the war between Spain and the United States?

Latané, J. H.—*America as a World Power.* (American Nation Series.) Pp. 63-65. (European public opinion, outside of England, hostile to the United States.)

Low, S., and Sanders, L. C.—*History of England During the Reign of Queen Victoria.* (*Political History of England,* vol. XII, p. 440.) (England's attitude toward the United States.)

Long,. J. D.—*The New American Navy.* N. Y., 1903. Vol. II, pp. 111-113. (Attitude of British naval officers during Battle of Manila Bay.)

World's Work, March, 1917, Our Past With Germany, pp. 532-535. (England's attitude at the time of the Spanish-American War.)

39. Would like to have a brief review of the friction that came up between Admiral George Dewey and the commander of the German ships during the Spanish-American War.

War Cyclopedia (Revised ed.) under Manila Bay and Spanish-American War, German Attitude.

Latané, J. H.—*America as a World Power,* pp. 37-38. (German breaches of international and naval etiquette.)

Long, J. D.—*The New American Navy.* Vol. II, pp. 111-112. (Attitude of Admiral von Diedrichs.)

World's Work, March, 1917, Our Past With Germany, p. 535. (Manila Bay incident.)

40. What was the quarrel between the United States and Germany when Roosevelt was President?

War Cyclopedia (Revised ed.).—Under Monroe Doctrine, German Attitude.

Latané, J. H.—*America As a World Power,* pp. 266-274. (German intervention in South America for purpose of collecting debts.)

Latané, J. H.—*Annals of Academy of Political Science.* Vol. 72, pp. 106-107. The Monroe Doctrine * * * in Relation to Just and Durable Peace.

World's Work, March, 1917, Our Past With Germany, pp. 530-531. (Germany's intervention in South American affairs.)

41. Did Germany lend us money and men in the Revolutionary War?

Van Tyne, C. H.—*The American Revolution* (Am. Nation Series), pp. 73, 97-101, 233. (German mercenary soldiers used by England.)
Pp. 314-315. (Attitude of Frederick the Great toward America.)

Fiske, J.—*The American Revolution.* Vol. I, pp. 161-162. (Hessian soldiers hired by England.)
Vol. II, p. 56. (Personal character of Steuben's services.)

Fisher, S. G.—*The Struggle for American Independence,* pp. 466-467. (Hessian soldiers hired by England.)

Haworth, Paul.—In the *Amer. Hist. Rev.,* vol. IV, 460-479. Frederick the Great and the American Revolution.

FRANCE AND GERMANY

42. Is there any foundation for the charges, made in Germany, that before a state of war existed between her and France, French soldiers crossed the German border and French aviators flew over German territory?

Documents of the American Association for International Conciliation, 1915. Sect. 106, 146-149, 159 (to middle of p. 133). (Documentary history of German charges and French denials.)

Diplomatic Documents Relating to the Outbreak of the Great War, vol. I. Sect. 146-149, 155, 159. (Documents relating to German charges.)

NYSTROM, A.—*Before, During and After 1914*, pp. 215-217. (Story of German charges and their denial by the French government.)

DURKHEIM, E., and DENIS E. (translated by WILSON-GARINEI, A. M.).—*Who Wanted the War?* pp. 49-50 and footnote on p. 50. (Careful survey of contemporary German newspapers proves falsity of German charges.)

The Lie of the 3d of August, 1914. A translation of *Le Mensonge du 3 Août, 1914.* (Exposé of German plot to make France appear responsible for beginning war. Evidence of German official. Hodder & Stoughton, London and New York, 1917.)

XIXth Century, June, 1917. Wilson, H. W. New Light on Germany's Treachery, pp. 1204-1214—especially pp. 1210-1211 for denial of aerial attacks on Nuremburg, by officer in command of the city.

THE PROBLEM OF ALSACE-LORRAINE

43. How did France acquire Alsace-Lorraine?

HAZEN, C. D.—*Alsace-Lorraine Under German Rule.* (See bibliography below.)
DUHEMS, J.—*The Problem of Alsace-Lorraine*, pp. 163-206.
BLUMENTHAL, D.—*Alsace-Lorraine.*
VIZETELLY, E. A.—*The True Story of Alsace-Lorraine*, pp. 1-197.

44. Has the German policy in Alsace-Lorraine been successful?

ALTSCHUL, C.—*German Militarism and Its German Critics.* (C. P. I.)
WAGNER.—Alsace-Lorraine and the Step-Fatherland. *Atl. Mo.*, vol. 120.
War Cyclopedia (Revised ed.).—Alsace-Lorraine.

45. How has Germany treated Alsace-Lorraine during the war?

CURTIN, T. D.—*The Land of Deepening Shadow.* New York, 1917. Chapter XVIII.

MIRMAN, LÉON.—The Bitter Experience of Alsace-Lorraine. *Atl. Mo.*, vol. 116, pp. 706-711.

Note.—Aside from scattered allusions in the newspapers there is not much material on the subject in English. Three French accounts may be recommended:

FLORENT-MATTER.—*Les Alsaciens contre l'Allemagne.* Berger-Levrault, Paris, 1918. (A careful, well-documented, objective work, embodying much information not known in this country.)

FRIBOURG.—*Les Martyre d'Alsace et de Lorraine.* Libraire Plon, Paris, 1918. (Popular, but well done.)

PERRIN, MARIE.—Comment on vit en Alsace apres Trois Ans de Guerre, *Correspondent,* November 10, 1917.

See also *War Cyclopedia* (Revised ed.).

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HAZEN, C. D.—*Alsace-Lorraine Under German Rule,* pp. 80-84.

VIZETELLY, E. A.—*The True Story of Alsace-Lorraine.* Chapter VII.

HELMER, PAUL.—Alsace-Lorraine and the Principle of Nationality, *XIXth Cent.,* vol. 83, pp. 229-47.

47. What about letting Alsace-Lorraine vote on the question of belonging to France or to Germany?

HAZEN, C. D.—*Alsace-Lorraine Under German Rule.*

DUHEMS, J.—*The Problem of Alsace-Lorraine.* Chapter IV.

See articles mentioned below by Helmer, Bois, Klein, Guérard, Gibbons, Davis and Creel.

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UNITED STATES AND FRANCE

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51. What do you mean by our debt to France?

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MONROE DOCTRINE

52. How has our foreign policy as to non-interference with political issues in the old world changed during the war?

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UNITED STATES AND THE DUTCH

53. What authority did the United States Government have for seizing Dutch vessels which were the property of a neutral nation?

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BELGIUM

54. The Germans claim that they have captured papers showing that England had an agreement with Belgium that England should pass through Belgium in case of war with Germany. Can this be true?

Collected Diplomatic Documents Relating to the Outbreak of the European War, pp. 350-367, especially 361-367. (Documentary proof of the falsity of this charge.)
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55. Is it true that England had troops in Belgium at the time Germany sent her ultimatum, that the French manned the Belgian guns, and that many French soldiers were taken prisoners in Belgium by the German invaders?

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BELGIUM AND GREECE

57. Some of my friends with German ancestry say that the allied invasion of Greece is the same as the German invasion of Belgium.

58. Did the Entente do wrong in landing troops in Greece while Greece was a neutral?

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GREAT BRITAIN

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HAYES, C. J. H.—*British Social Politics.* (1913.)

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71. Has England had her fair share of losses as compared with Ireland and the colonies?

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72. What has been the policy of Great Britain towards the United States?

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73. How is the House of Commons elected in England? Why does Britain have a King, if she claims to be democratic?

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ITALY

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77. What is Italy fighting for now that she has joined the Allies?
78. If she is after territory, what does she want?

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SEDGWICK, H. D.—*Yale Review,* Italy and the War, vol. 5, p. 18 ff. (Comprehensive article on Italy's motives.)

OKEY, THOMAS.—Italy and the War. *Contemporary Review,* vol. 106, p. 500 ff. (Keen exposition of Italy's mental attitude in foreign politics on the eve of her intervention.)

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TURKEY

79. Are not the Allies going to make that sick man of Europe pay for his ferocious atrocities against the poor Armenians, Syrians and Greeks of Asia Minor and the Caucasus by driving him back to Turkestan, his native land?
80. How will the question of who will be entitled to Constantinople and the Straits be settled at the close of the war?

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EASTERN EUROPE

RUSSIAN PARTITION

81. How many countries have been formed from Russia since August, 1914?
82. What parts of Russia are under German control?
83. What peace terms did Germany make with Russia?
84. Does the United States intend to stand by Russia as by France? Why?

For Russian losses in territory:

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Summary of partition treaties in:

New Europe—Russian Treaty of Brest-Litovsk, March 21, 1918, pp. 316-319.

New Europe—Ukrainian Treaty of Peace, February 28, 1918, pp. 219-221.

New Europe—Rumanian Treaty of Bucharest, March 21, 1918, pp. 319-320.

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85. Is Finland pro-German or anti-German?
86. Who are the Lithuanians?
87. What is Little Russia?

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88. Who are the Pan-Slavs? What is their significance?

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89. Was not Russia fully as much to blame for the war as Germany?

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90. What countries now own parts of Poland? Don't you think she ought to be made a separate nation at the close of the war?

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91. What will become of Bohemia after the war?

92. What is the Czecho-Slovak movement in Russia?

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The Peoples of Austria, July, 1918, pp. 52-65, with maps.

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HAZEN, C. D., in *Saturday Evening Post,* October 19, 1918.

THE SOUTH SLAV PROBLEM: THE BALKANS

93. Was not the assimilation of Bosnia-Herzegovina by Austria in 1908 consented to by the party in power in Turkey?

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95. Are the Jugo-Slavs Russians?

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96. Why has Portugal gone into the war?

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The text of the Anglo-Portuguese alliance treaty is given in pamphlet, The Background of the War, published by the World Peace Foundation, Boston, 1918.
Geographical Review, August, 1918, pp. 147-155, Portugal: the Country and the People, gives general background.

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97. Will you kindly take up the relations between Argentina and Germany?

98. Is the German Ambassador still in Argentina?

99. What interest are the South American states taking in the war?

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N. Y. *Times* Cur. Hist., May, 1917, pp. 228-230. November, 1917, p. 244.
Review of Reviews, November, 1917. Latin America and the War.
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War Cyclopedia (Revised ed.).—Under Argentine, Brazil, Chile, Spurlos versenkt.

JAPAN

100. Why haven't the Japanese sent troops to fight in Europe?

101. What is Japan's idea in entering Siberia instead of sending troops to the western front?

102. Why did Japan delay entering Siberia until it had the consent of other powers?

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CROSS, A. L.—*A History of England and Greater Britain,* pp. 1075-1076 (footnote), the Anglo-Japanese alliance.

Holt, L. H., and Chilton, A. W.—*European History 1862-1914,* p. 572, the Anglo-Japanese alliance.

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New International Year Book, 1911.—Japan: Foreign Relations.

Outlook, January 9, 1918, p. 52 ff. Why Japan Has Not Sent a Force to Europe. March 13, 1918, p. 400 ff. Japan to Aid Her Allies Against Germany."

Kawakami, K. K.—Japan's Attitude Toward the War, *Review of Reviews,* February, 1918.

103. What was the reason for the Ishii-Lansing Conference?

104. What was the result?

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105. When and why did Japan take possession of Korea and Manchuria?

Brinkley, F., and Baron Kikuchi.—*A History of the Japanese People,* pp. 639-731.

Hayes, C. J. H.—*A Political and Social History of Modern Europe,* vol. II, pp. 582-584.

106. Has the so-called "yellow peril" ceased to exist? If not, does it exert any influence in the present war?

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Iyenaga, T.—*Japan's Real Attitude Toward America.* N. Y., Putnam, 1916.

Lawton, L.—*The Empires of the Far East.* Lond., 1912. Vol. I, chapter XIV.

De Forest, J. H.—*Is Japan a Menace to the United States?* (American Peace Society.)

Literary Digest, July 28, 1917, Japan's Integrity. October 13, 1917. The Yellow Peril Made in Germany.

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Hearn, Lafcadio.—*Japan, an Interpretation.* Lond., 1904. Chapters XIX-XXII. (General background.)

Latonsette, K. S.—*The Development of Japan.* N. Y., Macmillan, 1918.

Sunderland, J. T.—*Amity Between Japan and America.* Putnam's, N. Y., 1918.

INTERNATIONAL LAW

107. Did the United States in refusing to forbid the exportation of munitions of war to England and France fail to fulfill its obligations as a neutral?

The question is fully answered in the following official documents:
Circular of the Department of State in regard to neutrality and trade in contraband, October 15, 1914.
Reply by Secretary Bryan to Senator Stone, January 20, 1915. (Point 9.)
N. Y. *Times* Cur. Hist., vol. I, pp. 1175-1183, March, 1915.
International Conciliation Pamphlet, 1915, 96, I.
Secretary Bryan to Ambassador Bernstorff, April 21, 1915, and
International Conciliation, 1915, Series No. IX, 94.
N. Y. *Times* Cur. Hist., vol. 2, pp. 449-451. June, 1915
Secretary Lansing to Ambassador Penfield, August 12, 1918.
N. Y. *Times* Cur. Hist., vol. 2, pp. 1066-1069 September, 1915.
International Conciliation, 1915, Series No. XI, 96, III.
ROGERS, LINDSAY.—*America's Case Against Germany.* New York, E. P. Dutton & Co., 1917. (Has a useful chapter [No. 6] on the trade in munitions of war.)

108. Why did the United States Government not forbid American ships to enter the war zone around the British Isles proclaimed by Germany? Why were Americans not forbidden to travel on Allied Ships going into the war zone?

These questions are answered in the first Lusitania note to Germany—Secretary Bryan to Ambassador Gerard, May 13, 1915.

109. Did the English vessels, while the United States was still neutral, by flying the American flag in order to avoid capture or submarine attack, violate the neutral rights of the United States?

ROGERS, LINDSAY.—*America's Case Against Germany,* pp. 54-59, has a convenient discussion of this well-recognized practice of belligerent vessels flying a neutral flag.

110. What is meant by "Freedom of the Seas"?

For discussions as to various uses of this term see:
War Cyclopedia (Revised ed.).—Gives American, British and German views.
SIDEBOTHAM, H. D.—*Atl. Mo.,* vol. 118, pp. 161-271.
POLLARD, A. F.—*Yale Review,* new series, vol. 5, pp. 310-315.
BEVAN, E.—*The Method in the Madness,* pp. 92-101. (New York, Longmans, 1917.)
PARKER, SIR GILBERT, in N. Y. *Times* Cur. Hist., vol. 3, p. 565. December, 1915.

Reventlow, Count von (Pan-German view) in N. Y. *Times* Cur. Hist., vol. 4, p. 59. April, 1916.

111. Was the Lusitania armed?

112. Was the Lusitania when torpedoed carrying munitions of war?

Answered in the opinion rendered by J. M. Mayer, Judge of the United States District Court in the case of "The *Lusitania.*" Cf. Opinion, p. 3. (Distributed by the American Defence Society, 44 E. 23d Street, New York City.) Also in N. Y. *Times* Cur. Hist., October, 1918.

For other aspects of the *Lusitania* case, see:

President Wilson's three *Lusitania* Notes.

Rogers, Lindsay.—*America's Case Against Germany,* ch. 4.

War Cyclopedia (Revised ed.)

And the periodicals, especially for June, July and August, 1915.

Nov. 20, 1918

O'Brien Room 212

WAR ISSUES III

Anderson, H.

Barden, L.E.

Baker, J.L.

Barney, J.J.

Bartemeier, E.J.

Benn, J.W.

Berge, F.W.

Berry, J.F.

Blankford, G.C.

Blaul, A.W.

Blewitt, J.J.

BlewittXXXXX

Blilley, L.E.

Bolger, J.B.

Bond, L.A.

Boyle, P.L.

Bradbury, R.C.

Brennan, P.J.

Burke, J.A.

Burkhart, W.R.

Boland, L.E.

Broderick, L.F.

Cary, P.J.

Cogan, J.A., Jr.

Cronauer, F.A.

Colling, J.J.

Conlon, E.C.

Connolly, J.M.

Considine, F.A.

Cotter, J.F.

Coughlan, J.F.

Colken, W.A.

Crowe, J.E.

Cushing, W.J.

Curtin, V.

For section instructors in
War Issues II.

Collect items.

~~War Session II~~

300 words on diplomatic policy of Bismarck from 1862-1879. For Mon. Nov. 11, 1918

I. The terminology of political science:

a. Nation.

b. Government.

c. State: forms of the state, attributes of the state. The national state.

II. The distribution of nations and nationalities. The political character of each.

III. The diplomatic and military history of Europe from 1862 to 1890.

The war with Denmark (1864) and the loss Schleswig, Holstein, and Lauenburg to Prussia and Austria.

Why Bismarck secured the assistance of Austria in the war with Denmark.

Explanation of the neutrality of Great Britain and France.

Position at that time of Austria among the German states.

War of Prussia against Austria in 1866. The leadership of Prussia in Germany. The treatment of Austria by Bismarck and the reasons therefor.

The Franco-Prussian war, 1870-71. Progress and results of the war.

Bismarck's policy. Leadership of Prussia in Germany and the the organization of the German Empire.

Internal organization of the German Empire. Why Bismarck encouraged France to develope a colonial policy. The success of France and the jealousy of Germany when France built a colonial empire.

Announcement in 1871 by a German of the purpose to acquire Holland, Belgium, northern France, etc.

IV. The Russo-Turkish war (1877-1878). Objects.

(a). Treaty of San Stefano.

(b). Treaty of Berlin, Bismarck presiding.

(c). Some of the results.

1. Disraeli secured Cyprus for a promise.
2. Austria to administer Bosnia & Hergegovina.
3. Germany gaines influence with Turkey.
4. Bulgaria and Rumania dissatisfied.
5. Russia estranged from Germany.

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Announcement in 1871 by a German of the purpose to acquire Holland, Belgium, northern France, etc.

IV. The Russo-Turkish war (1877-78). Objects.
(a). Treaty of San Stefano
(b). Treaty of Berlin, Bismarck presiding.
(c). Some of the results:
1. For a promise Disraeli secures Cyprus for England.
2. Austria to administer Bosnia & Hergegovinia.
3. Germany gaines influence with Turkey.
4. Bulgaria and Rumania dissatisfied.
5. Russia estranged from Germany.

(War Issues)

300 words on diplomatic policy of Bismarck from 1862 – 1879.
For Mon., Nov. 11, 1879.

I. The terminology of political science:

a. Nation.

b. Government.

c. State: forms of the state, attributes of the state. The national state.

II. The distribution of nations and nationalities. The political character of each.

III. The diplomatic and military history of Europe from 1862 to 1890.

The war with Denmark (1864) and the loss Schleswig, Holstein, and Lauenburg to Prussia and Austria.

Why Bismarck secured the assistance of Austria in the war with Denmark.

Explanation of the neutrality of Great Britain and France.

Position at that time of Austria among the German states.

War of Prussia against Austria in 1866. The leadership of Prussia in Germany. The treatment of Austria by Bismarck and the reasons therefor.

The Franco-Prussian war, 1870-71. Progress and results of the war. Bismarck's policy. Leadership of Prussia in Germany and the the organization of the German Empire.

Internal organization of the German Empire. Why Bismarck encouraged France to develope a colonial policy. The success of France and the jealousy of Germany when France built a colonial empire.

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War Issues II

300 words on diplomatic policy of Bismarck from 1862-71.
Hist Rem., Nov. 11, 1918

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b. Government.

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II. The distribution of nations and nationalities. The political character of each.

III. The diplomatic and military history of Europe from 1862 to 1890.

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Position at that time of Austria among the German states.

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Bismarck's policy. Leadership of Prussia in Germany and the the organization of the German Empire.

Internal organization of the German Empire. Why Bismarck encouraged France to develope a colonial policy. The success of France and the jealousy of Germany when France built a colonial empire.

Announcement in 1871 by a German of the purpose to acquire Holland, Belgium, northern France, etc.

IV. Russo Turkish war (1877-78). Objects.
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(c). Some of the results.
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For Mon., Nov. 11, 1918.

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c. State: forms of the state, attributes of the state. The national state.

II. The distribution of nations and nationalities. The political character of each.

III. The diplomatic and military history of Europe from 1862 to 1890.

The war with Denmark (1864) and the loss Schleswig, Holstein, and Lauenburg to Prussia and Austria.

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Nov. 20, 1918

McCormick

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War Issues III

Deeley, F.E.

Delany, W.F.

Duffy, W.A.

Dahoney, E.J.

Dwyer, W.A.

Dolah J.J.

Fischer, A.B.

Gouder, F.R.

Goodsell, J.M.

Grady, J.

Gruesser, A.S.

Hughes, W.C.

Holway, J.E.

Kaufmen, A.M.

Kelly, J.A.

Kennedy, W.J.

Keating, J.A.

Kendrick, J.J.

Laporte~~y~~ x~~L~~x~~F~~x

Kerin, G.F.

Laporte, L.F.

Lanahan, J.B.

Lathroum, J.B.

Leahy, E.F.

Leahy, E.F.

Lee, Serg't J.K.

Loftus, E.J.

Losty, J.A.

Lyman, L.N.

Lynch, T.J.

Lynott, P.J.

Lomont, P.V.

Nov. 30, 1918.

Dr Dubroy assembly

War Issues III

Slaggert, E.L.

Sliney, L.S.

Smith, J.L.

Stanley, L.J.

Sullivan, E.C.

Sullivan, H.J.

Sullivan, J.B.

Sullivan, J.J.

Sullivan, J.R.

Sutcliffe, R.V.

Swords, E.J.

Temmerman, J.A.

Tierney, J.E.

Tracy, J.T.

Turner, H.R.

Turon, F.J.

Voorhies, R.D.

Voss, Serg't.Major, W.J.

Walsh, J.J.

Walsh, P.F.

Walsh, R.T.

Walton, E.F.

Wood, C.F.

Zippin, C.F.

Nov. 20, 1918

War Issues III

Quinn, L.S.

Rafferty, C.J.

Redden, W.C.

Rigney, K.A.

Reedy C.W.

Regan, T.C.

Reiley, P.F.

Reiter, B.H.

Reiter, W.A.

Riney, J.M.

Roche, P J.

Roddy, T.V.

Rogers, St.C.

Ruddy, J.A.

Rutledge, E.J.

Ryan, T.J.

Ryan, W.

Sacks, Serg't.S.C.

Scanlon, T.I.

Schwab, G.J.

Segasser, C.F.

Shea, C.A

Shea, J.D.A.

Shea, M.A.

Shea, M.F.

Shehan, B.J.

Sheridan, F.C.

Nov. 20, 1918.

McVay (202

War Issues III

McCabe, E.F.

McKinnon, J.P.

McCarthy, L.J.

McDonald, E.J.

McGrath, A.J.

McKnight, W.J.

McLoughlin, E.J.

McNamee, E.M.

Mahony, C.J.

Manning, B.G.

Meaney, L.R.

Meehan, T.A.

Myers, C.W.

Moran, T.L.

Mulgrew, J.A.

Murphy, W.L.

Murren, J.P.

Meehan, H.L.

Murphy, J.M.

Nallin, J.J.

O'Brien, J.E.

O'Connell, M.V.

O'Connor, J.J.

Pessini, G.L.

Phelan, C.G.

RHSXAHXXGXG.

Pontzer, R.J.

Price, G.J.

Priest, J.M.

Purcell, W.L.

Prendergast, J.W.

Have any of these topics on your reading list

Nov. 20 - 7:30 p.m.

WAR ISSUES III

Topics for Quiz.

Two main ideas: the German Mind and the ethics of War.

1. The consciousness of superiority in the Germans, due to

a) Military power and achievenebt victories over Denmark, Austria, France.

b) Commercial expansion; German goods in all markets of the world.

c) Increase of wealth---especially in cities like Berlin, Leipzig, Hambourg.

d) German education---model for all educational systems; pedagogy a German science.

e) German domination in all fields of research---history, philosophy, natural science, medicine.

f) Students flocking from all countries to German universities.

g) German art---especially music attracting pupils to conservatories.

There was a real basis of excellence to this ---to this was added the tribute of the world's admiration: hence the German pride

2. German contempt for other peoples.

a) The Germans a pure-blooded race; other peoples contaminated by ~~interesurs~~ intermixture. America the worst of all.

b) Purity of the German language; other languages, English especially, mere compounds, or degraded forms, e.g. of Latin.

3. The Impersonal Temper.,

a) Lowering of the Value of the human person---through absorption into State.

b) Hence, contempt for the <u>rights</u> of the individual as such

c) Hence also, disregard of the rights of other people if these interfere with Germany.

d) Hence, finally, contempt for such sentiments as pity, international honor, humanity and even life.

e) War becomes a high and holy thing.

4. What makes a War just?

a) Justice of the cause

not personal ambition
" conquest
" economic needs

b) Proper methods of warfare

not wanton cruelty
" attacks on women and children
" violation of neutrality

5. National Honor as a pretext for war

a) No agreement as to what constitutes the honor of a nation. Each people has its own idea of honor.

b) As popularly understood, honor is an affair of emotion rather than of reason.

c) All sorts of crimes are committed in the name of honor.

d) There is needed a code of International Honor and an emotion of loyalty to honor in this larger sense to replace the narrow sentiment of national honor.

Use any topics you choose

Nov. 20 - 7:30 p.m.

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WAR DEPARTMENT

COMMITTEE ON EDUCATION AND SPECIAL TRAINING

SECTION OF TRAINING AND INSTRUCTION BRANCH
WAR PLANS DIVISION, GENERAL STAFF

DISTRICT HEADQUARTERS, THIRD DISTRICT
LAW SCHOOL BUILDING, UNIVERSITY OF PENNSYLVANIA
PHILADELPHIA

MEMORANDUM FOR

December 23, 1918.

Dear Sir:

Because of the spread of Influenza in the Middle West, the Cleveland health authorities advised giving up the meeting of the American Historical Association and the conference on the War Issues Course scheduled for this week. The meetings have accordingly been abandoned.

Please pass the word along.

Very truly yours,

W. E. Lingelbach

District Director,
War Issues Course.

Prof. E. A. Pase,
Catholic University,
Washington, D. C.

S. A. J. C. Marks for Nov: 1918

Anderson	80	Conley	84
Baker	78	Considine	86
Barden	85	Cotter	90
Benn	80	Coughlan	76
Berry	90	Crowe	86
Blanc	90	Culkin	84
Blankford	78	Curtin	88
Blewitt	80	Dahoney	70
Bliley	88	Deeley	72
Boland	70	Delaney	85
Bolger	90	Devereux	86
Bond	92	Dolan	78
Boyle	80	Duffy	80
Broderick	86	Dwyer	70
Burkhart	70	Fischer	66
Cary	90	Gonder	70
Collins	80	Gunaser	66
Conlan	80	Kaufman	80

S. A. T. C. Marks for Nov: 1918 (Continued)

Kelly	71	Manning	84
Kendrick	88	Mulgrew	90
Kennedy	78	Murphy	64
Kerin	78	O'Connor	66
Lanahan	70	Phelan	88
Leahy	78	Prendergast	64
Lee	76	Regan	78
Loftus	75	Sullivan	72
Lyman	80	Voss	88
Lynott	80		
McCabe	60		
McCarthy	70		
McDonald	80	P. J. Lennot	
McGrath	80	Dec: 5, 1918	
McKinnon	82		
McKnight	85		
McLoughlin	72		
Mahon	80		

Nov. 20, 1918

N= 705
Room 111

War Issues III

Quinn, L.S.	3	60
Rafferty, C.J.		
Redden, W.C.		
Rigney, K.A.	3	60
Reedy, C.W.	0	
Regan, T.C.	0	
Reiley, P.F.	5	100
Reiter, B.H.	2	40
Reiter, W.A.	5	100
~~Riney, J.M.~~		
Roche, P J.		
Roddy, T.V.	5	100
Rogers, St.C.		
Ruddy, J.A.		
Rutledge, E.J.		
Ryan, T.J.	2	40
Ryan, W.	4	80
Sacks, Serg't.S.C.	4	80
Scanlon, T.I.	4	80
Schwab, G.J.	4	80
Segasser, C.F.		
Shea, C.A		
Shea, J.D.A.		
Shea, M.A.		80
Shea, M.F.	4	80
Shehan, B.J.		
Sheridan, F.C.		

= 27.

James J. Tot
0 = absent.

Nov. 20, 1918

Dr McCormick
Room 209

War Issues III

Deeley, F.E.

Delany, W.F.

Duffy, W.A.

Dahoney, E.J. 100

Dwyer, W.A. 100

Dolah J.J. ∞

Fischer, A.B. ∞

Gouder, F.R. ∞

Goodsell, J.M. ∞

Grady, J. ∞

Gruesser, A.S.

Hughes, W.C. ∞

Holway, J.E. ∞

Kaufman, A.M. ∞

Kelly, J.A. 100

Kennedy, W.J. ~~∞~~

Keating, J.A. ∞

Kendrick, J.J. ∞

~~Laporte~~xxxxx

Kerin, G.F. 100

Laporte, L.F. 100

Lanahan, J.B. ~~∞~~ 100

Lathroum, L.B. ∞

~~Leahy, E.F.~~

Leahy, E.F. ~~∞~~ 100

Lee, Serg't J.K. ∞

Loftus, E.J. ∞

Losty, J.A. ∞

Lyman, L.N. 100

Lynch, T.J. ∞

Lynott, P.J. 100

Lomont, P.V. ∞

=30

Npv. 20, 1918.

= absent.

Fr. McVay
Room 202

War Issues III

McCabe, B.F. I

McKinnon, J.P. II

McCarthy, L.J. III

McDonald, E.J.

McGrath, A.J. I

McKnight, W.J. I

McLoughlin, E.J. II

McNamee, E.M.

Mahony, C.J. III V.S.

Manning, B.G. II

Meaney, L.R. III

Meehan, T.A.

Myers, C.W. II-

Moran, T.L.

Mulgrew, J.A. III

Murphy, W.L.

Murren, J.P.

Meehan, H.L. III S.

Murphy, J.M. III V.S.

Nallin, J.J.

O'Brien, J.E. II

O'Connell, M.V.

O'Connor, J.J.

Pessini, G.L.

Phelan, C.G. II

Pontzer, R.J.

Price, G.J. II

Priest, J.M.

Purcell, W.L.

Prendergast, J.W. III

= 30

I = 70 - 75
II = 75 - 80
III = 80 - 85

= Gone Home.

Nov. 30, 1918

Dr Pace, Room 212

WAR ISSUES III

8 Anderson, H.
a Barden, L.E.
8 Baker, J.L.
9 Barney, J.J.
a Bartemeier, E.J.
8 Benn, J.W.
a Berge, F.W.
a Berry, J.F.
7 Blankford, G.G.
Blaul, A.W. 8
8 Blewitt, J.J.
~~Blewitt, J.J.~~
8 Bliley, L.E.
Bolger, J.P.
8 Bond, L.A.
Boyle, P.L.
8 Bradbury, R.C.
a Brennan, P.J.
a Burke, J.A.
Burkhart, W.R.
8 Boland, L.E.
9 Broderick, L.J.
9 Cary, P.J.
7 Cogan, J.A., Jr.
7 Cronauer, F.A.
9 Colling, J.J.

Conlon, E.G. 8
9 Connolly, J.M.
Considine, F.A. a
Cotter, J.F. 5
8 Coughlan, J.F.
Colken, W.A.
8 Crowe, J.E.
8 Cushing, W.J.
a Curtin, V.

= 34

Nov. 20, 1918.

Dr. Decker
assembly

War Issues III

Slaggert, E.L. — 84

Sliney, L.S. — 80

Smith, J.L. — 78

Stanley, L.J. — abs.

Sullivan, E.C. — 88

Sullivan, H.J. — 85

Sullivan, J.B. — abs.

Sullivan, J.J. — gone home

Sullivan, J.R. — absent.

Sutcliffe, R.V. — K. Police -

Swords, E.J. — abs.

Temmerman, J.A. — abs

Tierney, J.E. — 75

Tracy, J.T. — 90

Turner, H.R. — 95

Turon, F.J. — 70

Voorhies, R.D. — 88

Voss, Serg't.Major, W.J. — 92

Walsh, J.J. — 90

Walsh, P.F. — 88

Walsh, R.T. — 92

Walton, E.F. — 95

Wood, C.F. — abs.

Zippin, C.F. — 95

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LAW SCHOOL BUILDING, UNIVERSITY OF PENNSYLVANIA
TELEPHONE: PRESTON 6600

IN REPLY REFER

TO .....

PHILADELPHIA

December 19, 1918.

My dear Dean Pace:-

The enclosed letter is self-explanatory. I hope you are planning to continue the Course in some of its phases at least. Will you let me have a line on the subject?

I would be pleased to be remembered to Right Reverend T. J. Shahan and Dean Carrigan of your Law School.

With good wishes for the Holidays, I am,

Very sincerely,

William E. Lingelbach

District Director, War Issues Course.

Dean E.C. Pace,
Catholic University,
Washington, D. C.

Questionnaire for War Aims Instructors

Name of Institution

Number of War Aims Instructors

Names of War Aims Instructors

Number of students in Students' Army Training Corps

The following publications are available in comparatively large quantities. Will you check the documents desired and quantity of each?

Official Documents
- No. 83 British White Paper, German White Book, etc.
- No. 85 Neutrality of Belgium, etc.
- No. 86 Belgian Gray Book
- No. 87-8 French Yellow Book
- No. 93 Italy's Green Book
- No. 94 Declaration of London, etc.
- No. 114 Entry of United States

Official Documents Looking Toward Peace
- No. 110, 111 and 119, containing a number of President Wilson's speeches

International Polity Bulletin No. 10
- War Aims of the United States: a study outline, by Lindsay Rogers

June 1918 Special Bulletin
- Memorandum on War Aims of Inter-Allied Labor and Socialist Conference

Numbers 120, 122, 123, 125, 126, 127, 128, 129, 130 131 (for titles see attached list)

To whom should publications be addressed?

Do you care to have your name placed upon a special list to receive further material dealing with the issues of the war?

Give any details regarding course which may help us in choosing material for the S.A.T.C. war aims course.

WAR ISSUES III

Topics for Quiz.

Two main ideas: the German Mind and the ethics of War.

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   b) Hence, contempt for the <u>rights</u> of the individual as such

   c) Hence also, disregard of the rights of other people if these interfere with Germany.

   d) Hence, finally, contempt for such sentiments as pity, international honor, humanity and even life.

e) War becomes a high and holy thing.

4. What makes a War just?

a) Justice of the cause

not personal ambition
" conquest
" economic needs

b) Proper methods of warfare

not wanton cruelty
" attacks on women and children
" violation of neutrality

5. National Honor as a pretext for war

a) No agreement as to what constitutes the honor of a nation.
Each people has its own idea of honor.

b) As popularly understood, honor is an affair of emotion
rather than of reason.

c) All sorts of crimes are committed in the name of honor.

d) There is needed a code of International Honor and an emotion of loyalty to honor in this larger sense to replace the narrow sentiment of national honor.

WAR ISSUES III

Topics for Quiz.

Two main ideas: the German Mind and the ethics of War.

1. The consciousness of superiority in the Germans, due to

   a) Military power and achievenebt victories over Denmark, Austria, France.

   b) Commercial expansion; German goods in all markets of the world.

   c) Increase of wealth---especially in cities like Berlin, Leipzig, Hambourg.

   d) German education---model for all educational systems; pedagogy a German science.

   e) German domination in all fields of research---history, philosophy, natural science, medicine.

   f) Students flocking from all countries to German universities.

   g) German art---especially music attracting pupils to conservatories.

There was a real basis of excellence to this ---to this was added the tribute of the world's admiration: hence the German pride .

2. German contempt for other peoples.

   a) The Germans a pure-blooded race; other peoples contaminated by ~~intercours~~ intermixture. America the worst of all.

   b) Purity of the German language; other languages, English especially, mere compounds, or degraded forms, e.g. of Latin.

3. The Impersonal Temper.,

   a) Lowering of the Value of the human person---through absorption into State.

   b) Hence, contempt for the <u>rights</u> of the individual as such

   c) Hence also, disregard of the rights of other people if these interfere with Germany.

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Curriculum

WAR DEPARTMENT

COMMITTEE ON EDUCATION AND SPECIAL TRAINING

SECTION OF TRAINING AND INSTRUCTION BRANCH
WAR PLANS DIVISION, GENERAL STAFF

DISTRICT HEADQUARTERS, THIRD DISTRICT
LAW SCHOOL BUILDING, UNIVERSITY OF PENNSYLVANIA
TELEPHONE: PRESTON 6600

IN REPLY REFER

TO .....

PHILADELPHIA

FROM: District Director, War Issues Course, Third District,
TO: Directors of the War Issues Course. December 18, 1918.

A request has just come from Washington asking for information in regard to the continuance of the War Issues Course in the different institutions of the District. I would, therefore, appreciate it if you would let me know the decision of your faculty on the matter. Quite a number of institutions are continuing the work in one form or another. In some the plan of co-operation between the departments mainly interested is being continued and the course is to be given as a unit. Others are breaking it up into two or three courses, each representing some particular phase of the War Issues work. In all cases, the drift is naturally toward a greater emphasis on the problems of peace and reconstruction.

In his last Bulletin, a copy of which has been sent you, Mr. Aydelotte made suggestions for the further development of the course, promising the co-operation of different organizations in the task of making available much needed material in the form of books, pamphlets, bibliographies, etc., and it is with a view, not only for Government record, but in order to give to these organizations a more definite idea of the size of the needs they have to meet that I would like to have your reply as soon as possible.

Comment from me on the War Issues Course in our District is unnecessary, but I do wish in concluding the work of the District Office to express my appreciation of the cordial co-operation on the part of the men in charge of the course and to testify to the efficient efforts to raise the course to the high standard the subject demanded. All conceived the conduct of the course as a patriotic service, and this together with the co-operation in planning and conducting the work, on the part of men in various fields, combined to make the Course on War Iddues unusually valuable. Where the results did not seem to correspond to expectations, it has been due, as a rule, to causes beyond the control of the faculty.

Very sincerely yours,

District Director, War Issues Course.

REPORT

AMERICAN COUNCIL OF EDUCATION.

Boston, Dec. 2, 1918.

Present: Ames, MacCracken, Pitman (for Seerley), Tyler, Schofield, Capen, Cowling, Guilday (for Bishop Shahan).

Ames suggested that MacCracken preside. President Bryan of Indiana, unable to attend on account of illness.

Chairman stated object of meeting: - Whether the Council was to be continued. The discussion brought out the fact that two conflicts had arisen: One, with the N. E. A., and two, with Schofield, who was acting for the Carnegie Endowment in the matter of exchanging students with foreign countries. No decision was srrived at on either of these questions. Cowling suggested that the American Council confine itself to higher studies and thus be able to work without conflict with the N. E. A. Pitman, President of the Salem Normal School, who represented Dr. Seerley, read a letter from the latter which was interpreted by those present as being the mind of the N. E. A. It was apparent that opposition could be looked for from this quarter. This difficulty was not so important as the opposition brought out by Dr. Schofield, who is Chairman of the Committee on International Educational Interests. Schofield seems to be in the hands of the Carnegie people, and he proposed placing the entire matter of exchange in the hands of the Endowment. I immediately objected to this on the ground that past experience with the Carnegie Foundation was suddicient to conclude that the Organization which I represented - the Catholic Educational Association - would be excluded from participation in the funds put aside by the Carnegie people for the exchange. Dr. Schofield assured me that such would not be the case. My objection was fortunate in this respect that it started a general attack upon his proposition. In the discussion which ensued I was very much encouraged by the attitude the members of the Council took towards the Carnegie, Rocke-

feller and Russell Sage foundations. They all see the greatest menace to educational freedom in these corporations.

The meeting lasted all day and late into the evening without any conclusion being reached on the questions which developed:

1. The continuance of the Council;
2. The financing of the Council's headquarters at Washington.
3. The question of Internation Exchange of students.

Cowling made rather a strong speech at the second general session of the A. A. U. yesterday afternoon, and my impression is that unless something is done today by the Association, the Council will be defunct. From Schofield's attitude, I would consider this a misfortune. There are three ways in which the matter of exchange can be carried out:

a. By Government aid:

b. Voluntary aid:

c. Universities.

It is evident that unless the Universities control this entire matter (and by Universities I mean the endowed Universities),it will either be taken up by the State Universities or by corporations like the Carnegie. I have been asked by the Committee to make a resolution this afternoon to the effect that the A. A. U. promise to finance the Council for another year. I have not yet consented to do so; it will depend upon the trend of the discussion today.

I had the pleasure of meeting Dr. Dunn yesterday.

Many of your friends asked for you and I am sending you a warm greeting from Stanley Hall, Dean West, and Mr. Cowling.

AMERICAN COUNCIL ON EDUCATION

OFFICE—309 MUNSEY BUILDING, WASHINGTON, D. C.

THE American Council on Education was called into being, under the pressure of the War, to serve not only as a means of easy communication between the educational associations of the country and the Federal Government, but also as a clearing house of opinion and a starting point of action in the American educational world. Its first name was the "Emergency Council on Education", but since it soon became evident that most of its proposed activities were permanent in character, demanding far-sight and far-planning to bring them to satisfactory fruition, and since its programme was not only national in scope but involved coöperation in a distinctive national way with similar councils in other lands and with foreign governments, its name was changed to the one it now bears.

After prolonged discussion and continuous consultation with many competent advisors, the following committees were established to carry on work that seemed to call specially for immediate undertaking:—

I. *Committee on Students' War Service,* whose object will be to encourage young men and women to continue their studies from high school to college and from college to university, so as to provide for a body of trained leaders and specialists who, both during and after the War, may efficiently meet the nation's needs.

II. *Committee on Education for Citizenship,* whose object will be to secure more adequate instruction in the schools regarding the history of America, its principles of government and ideals of individual conduct, and to afford means of making plain to as many as possible the grave issues of the War, these aims to be achieved, amongst other ways, by the preparation or circulation of books and pamphlets by judicious authorities.

III. *Committee on Educational Reconstruction,* whose object will be to bring together previous studies of educational conditions in the United States, and to supplement this material by such additional studies as may be necessary to clarify the problems of American education. This general survey having been made, the Committee will call a conference to consider what alteration of our educational methods would help the schools and colleges of the country to make their work more effective to the advantage of the nation.

IV. *Committee on International Educational Relations,* whose object will be to coördinate, harmonize, and so far as expedient direct, present and prospective agencies for the strengthening of cultural relationships with foreign lands, especially through the interchange of students and teachers. The Committee will endeavor to establish a Bureau in New York, where educational information regarding all nations may be obtained, knowledge of American institutions disseminated, and means acquired to enable American students to go abroad as well as to encourage the coming of foreign students to the United States.

V. *Committee on Opportunities for Study,* whose object will be to prepare

and publish lists of advanced courses of study in American institutions of learning, and to set forth the advantages of American colleges and schools in different parts of the land, so as to be able to satisfy inquiries about places for study from foreigners or Americans, and to bring about fuller utilization of the widely-distributed opportunities in the United States for research and instruction.

VI. *Committee on a Department of Education,* whose object will be to further the rapidly-growing demand for definite recognition of Education as a separate Department of the Federal Government, on a parity with the Departments of Agriculture, Commerce, and Labor, and to consider the arrangements for such a Department when created.

VII. *Committee on Coöperating Societies,* whose object will be to keep in touch with, and promote the success of such other associations and councils as are or may be concerned with the better organization and equipment of educational institutions, the welfare of students and teachers, or the advancement of knowledge.

Associations Constituting the Council with their Official Representatives

Association of American Universities,
Herman V. Ames,
Dean of the Graduate School, University of Pennsylvania,
Philadelphia, Pennsylvania.

National Association of State Universities,
P. L. Campbell,
President of the University of Oregon,
Eugene, Oregon.

Association of American Colleges,
Donald J. Cowling,
President of Carleton College,
Northfield, Minnesota.

Association of Urban Universities,
Wm. T. Foster,
President of Reed College,
Portland, Oregon.

Catholic Educational Association,
Thomas J. Shahan,
Rector of the Catholic University of America,
Washington, D. C.

Association of American Agricultural Colleges and Experiment Stations.*

Association of Collegiate Schools of Architecture,
W. P. Laird,
Director of the School of Architecture, University of Pennsylvania,
Philadelphia, Pennsylvania.

*Final action to be taken at the next annual meeting.

National Association of Corporation Schools,
J. W. Dietz,
Committee on Education and Special Training of the War Department,
Washington, D. C.

Society for the Promotion of Engineering Education,
F. L. Bishop,
Dean of the School of Engineering, University of Pittsburgh,
Pittsburgh, Pennsylvania.

Association of American Law Schools.*

Association of American Medical Colleges,
Burton D. Myers,
Dean of the School of Medicine, University of Indiana,
Bloomington, Indiana.

National Research Council,
John C. Merriam, Chairman,
1023 16th Street, N. W.,
Washington, D. C.

American Association of University Professors,
H. W. Tyler,
Massachusetts Institute of Technology,
Cambridge, Massachusetts.

National Education Association,
Lotus D. Coffman,
Dean of the School of Education, University of Minnesota,
Minneapolis, Minnesota.

N. E. A.—Department of Superintendence,
Thomas E. Finegan,
Deputy Commissioner of Education,
Albany, New York.

N. E. A.—National Council of Education,
James Y. Joyner,
Superintendent of Public Instruction,
Raleigh, North Carolina.

National Council of Normal School Presidents and Principals,
Homer H. Seerley,
President of Iowa State Teachers' College,
Cedar Falls, Iowa.

ASSOCIATE MEMBERS

The American-Scandinavian Foundation,
William H. Schofield,
25 West 45th Street,
New York City.

---

*Final action to be taken at the next annual meeting.

National Association of Directors of Educational Research,
B. R. Buckingham,
Madison, Wisconsin.
National Board for Historical Service,
Evarts B. Greene,
1133 Woodward Building,
Washington, D. C.

OFFICERS

President

PRESIDENT DONALD J. COWLING, Carleton College.

Secretary-Treasurer

PRESIDENT P. L. CAMPBELL, University of Oregon.

Executive Committee

The above and
DEAN HERMAN V. AMES, University of Pennsylvania;
PRESIDENT HOMER H. SEERLEY, Iowa State Teachers' College;
RT. REV. THOMAS J. SHAHAN, Catholic University of America.

Chairmen of other Committees

STUDENTS' WAR SERVICE,
President R. E. Vinson, University of Texas.

EDUCATION FOR CITIZENSHIP,
Professor Evarts B. Greene, University of Illinois.

EDUCATIONAL RECONSTRUCTION,
(To be announced later).

INTERNATIONAL EDUCATIONAL RELATIONS,
Professor William H. Schofield, Harvard University.

OPPORTUNITIES FOR STUDY,
Dr. Samuel P. Capen, Bureau of Education, Washington, D. C.

NATIONAL DEPARTMENT OF EDUCATION,
President John H. MacCracken, Lafayette College.

COÖPERATING SOCIETIES,
Professor H. W. Tyler, Massachusetts Institute of Technology.

The names of the members of all the Committees will soon be announced.

WASHINGTON, D. C.,
July 18, 1918.

The Catholic University of America
Washington, D. C.

November 23, 1918.

TO MEMBERS OF S.A.T.C:

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1. That the academic work you have done during this quarter shall count towards a degree;

2. That you pay your own expenses.

Please answer YES or NO and sign your name. Yes.

Andrew L. Edwards

B. In case the S.A.T.C. is continued, will you return to the University after the Christmas vacation?

Yes

Please answer YES or NO and sign.

Andrew L. Edwards

Please return this to officer commanding your company by Sunday, November 24, 6.00 p.m.

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Francis J. Stapleton

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.....Robert V. Sinnott.....

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Isaac T. Scanlon

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Edwin D. Sullivan

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Edwin D. Sullivan

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Please answer YES or NO and sign your name No.

Thomas E. Sheridan

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Edward Laurence Slaggert

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Please answer YES or NO and sign your name... Yes, expects to now.

Maurice Francis Shea

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Please answer YES or NO and sign. If optimal - No - otherwise - Yes.

Maurice Francis Shea

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Please answer YES or NO and sign your name ...Yes...
...Thomas A. Shea...

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Please answer YES or NO and sign ...No - If Optional.
...Thomas A. Shea...

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James D. A. Shea

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Please answer YES or NO and sign... optional No

James D. A. Shea

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Edward C. Sullivan

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...Joseph R. Smith.....

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...Joseph R. Smith.....

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E. J. Slattery

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.....George J. Shine.....

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Please answer YES or NO and sign.....Yes.....

.....George J. Shine.....

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Leonard A. Stengel

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Leonard A. Stengel

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Please answer YES or NO and sign your name. Yes.
Charles A Shea

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Charles A Shea

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George James Schwab

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George J. Schwab

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W. Durham Sullivan.....

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Please answer YES or NO and sign.. No.....

W. Durham Sullivan.....

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Walter M. Snyder

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Walter M. Snyder

Please return this to officer commanding your company by Sunday, November 24, 6.00 p.m.

Form II.

THE CATHOLIC UNIVERSITY OF AMERICA
STUDENTS ARMY TRAINING CORPS

Name Leonard A. Stengel Company D

Chemical Engineering 19 3/4 yrs Age

Junior

Junior this year.

Form II.

THE CATHOLIC UNIVERSITY OF AMERICA
STUDENTS ARMY TRAINING CORPS

Name John Gerald Sloan Company D

Chemical Engineering 19 Age

Graduated in 1916 from St Joseph's School, Martinsburg W. Va., with a full accedemic Course, with the exception of Modern Languages. Was taking Gen. Chemicalty Course with the I.C.S. and had completed Mathematics. Have had nearly two years practical experience in analytical Chemistry, mostly spent at Clment plants.

Had Select Gun

Plane Trig with I.C.S.
No drawing.

Form II.

THE CATHOLIC UNIVERSITY OF AMERICA
STUDENTS ARMY TRAINING CORPS

Name . . Thomas Sylvester Schaaf Company . B. . .
. . . Chemical . . . . Engineering . . . 18 . . . Age

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1 Yr. High School Grad
1 Yr. Grad Work in Phil.

Form II.

THE CATHOLIC UNIVERSITY OF AMERICA
STUDENTS ARMY TRAINING CORPS

Name Elmer Bernard Schwab Company Co. A.

Chemical Engineering 21 years Age

Have had 3 years here in Chemical Engineering.
Have had 1½ months work at Du Pont Powder
Plants as Army Inspector (analyzed smokeless powder)
Have had the 60 days training at Plattsburg and
am qualified for an Officers Training Camp.

4 years High School
2 " Night School Extension Schools of the University of Penna

Form I

THE CATHOLIC UNIVERSITY OF AMERICA
STUDENTS ARMY TRAINING CORPS

Name Richard Vernon Sutcliffe. Company "C"

Branch of Service desired Group III(a) Quartermaster Corps. Age 19 yrs. 7 mos.

Prescribed subjects - See Announcements Oct. 8.

N.B. "War Issues" must be taken by every student in every term.
Students who are 20 years of age must take all prescribed subjects in Fall Term.
Students who are 19 years of age may, with permission of the Director of Studies, defer one prescribed subject to the Winter Term.
Students who are 18 years of age may defer one of the prescribed subjects either to the Winter Term or to the Spring Term.

Allied Subjects. Check the subjects you desire to take; the total - lectures, laboratory and study - must amount to not less than 42 hours per week, i.e. the total of hours given to prescribed subjects and to allied subjects.

	Lectures	Study	Lab. or Field
Surveying and Map-Making	2	4	6
Physics	3	6	3
Chemistry	3	6	4
Biology	3	6	4
Map Reading and Navigation	3	6	3
Drawing	2	2	5
Other subjects	3	6	0

The other subjects are:

English
French
German

Mathematics
Psychology

Astronomy
Hygiene
Sanitation

Descriptive Geometry
Economics X

War Issues X
Accounting X
History
International Law
Military Law X
Government
Bus. Management X

Note that some of these allied subjects are prescribed for certain groups as per Announcement of October 8.

High School Graduate
Ilion. N. Y.

Form I

THE CATHOLIC UNIVERSITY OF AMERICA
STUDENTS ARMY TRAINING CORPS

Name . . Harry Joseph Sullivan . Company . A .

Branch of Service desired . Quartermaster . . Age . 18 .

Prescribed subjects - See Announcements Oct. 8.

N.B. "War Issues" must be taken by every student in every term.
Students who are 20 years of age must take all prescribed subjects in Fall Term.
Students who are 19 years of age may, with permission of the Director of Studies, defer one prescribed subject to the Winter Term.
Students who are 18 years of age may defer one of the prescribed subjects either to the Winter Term or to the Spring Term.

Allied Subjects. Check the subjects you desire to take; the total - lectures, laboratory and study - must amount to not less than 42 hours per week, i.e. the total of hours given to prescribed subjects and to allied subjects.

	Lectures	Study	Lab. or Field
Surveying and Map-Making	2	4	6
Physics	3	6	3
Chemistry	3	6	4
Biology	3	6	
Map Reading and Navigation	3	6	3
Drawing	2	2	5
Other subjects	3	6	0

The other subjects are:

English	Astronomy	✓ Accounting
French	Hygiene	History
German	Sanitation	International Law
	Business Management	
Mathematics	Descriptive Geometry	Military Law
Psychology	✓ Economics	Government

Note that some of these allied subjects are prescribed for certain groups as per Announcement of October 8.

Form I

Graduate of New Britain High Schl.
Completed Four Years Commercial Course

THE CATHOLIC UNIVERSITY OF AMERICA
STUDENTS ARMY TRAINING CORPS

Name Edward C. Sullivan Company C

Branch of Service desired Quartermaster C.O.P. Age 20 yrs-3 Mo.

Prescribed subjects - See Announcements Oct. 8.

N.B. "War Issues" must be taken by every student in every term.
Students who are 20 years of age must take all prescribed subjects in Fall Term.
Students who are 19 years of age may, with permission of the Director of Studies, defer one prescribed subject to the Winter Term.
Students who are 18 years of age may defer one of the prescribed subjects either to the Winter Term or to the Spring Term.

Allied Subjects. Check the subjects you desire to take; the total - lectures, laboratory and study - must amount to not less than 42 hours per week, i.e. the total of hours given to prescribed subjects and to allied subjects.

	Lectures	Study	Lab. or Field
Surveying and Map-Making	2	4	6
Physics	3	6	3
Chemistry	3	6	4
Biology	3	6	4
Map Reading and Navigation	3	6	3
Drawing	2	2	5
Other subjects	3	6	0

The other subjects are:

English
French
German

Mathematics
Psychology

Astronomy
Hygiene
Sanitation

Descriptive Geometry
✓ Economics

✓ Accounting
History
International Law
✓ Military Law ✓ Practice
Government

✓ Business Management
War Issues ✓

Note that some of these allied subjects are prescribed for certain groups as per Announcement of October 8.

Form I

High School Education

THE CATHOLIC UNIVERSITY OF AMERICA
STUDENTS ARMY TRAINING CORPS

Name Albert Joseph Sullivan ..... Company A ..

Branch of Service desired . Ordnance ..... Age . 18 .

Prescribed subjects - See Announcements Oct. 8.

N.B. "War Issues" must be taken by every student in every term.
Students who are 20 years of age must take all prescribed subjects in Fall Term.
Students who are 19 years of age may, with permission of the Director of Studies, defer one prescribed subject to the Winter Term.
Students who are 18 years of age may defer one of the prescribed subjects either to the Winter Term or to the Spring Term.

Allied Subjects. Check the subjects you desire to take; the total - lectures, laboratory and study - must amount to not less than 42 hours per week, i.e. the total of hours given to prescribed subjects and to allied subjects.

	Lectures	Study	Lab. or Field
Surveying and Map-Making	2	4	6
✗ Physics	3	6	3
✗ Chemistry	3	6	4
Biology	3	6	4
Map Reading and Navigation	3	6	3
Drawing	2	2	5
Other subjects	3	6	0

The other subjects are:

English	Astronomy	Accounting
French	Hygiene	History
German	Sanitation	International Law
Mathematics	Descriptive Geometry	Military Law
Psychology	Economics	Government

Note that some of these allied subjects are prescribed for certain groups as per Announcement of October 8.

(See Over)

War Issues	9
Physics	12
Chemistry	13
Business Management	6
Modern Ordnance	3
Total	43

The Catholic University of America
Washington, D. C.

November 23, 1918.

TO MEMBERS OF S.A.T.C:

A. In case the S.A.T.C. is discontinued December 21, and you are discharged from military service, will you return to the University after the Christmas vacation and pursue your studies on these conditions:

1. That the academic work you have done during this quarter shall count towards a degree;

2. That you pay your own expenses.

Please answer YES or NO and sign your name. No...

Harry Joseph Sullivan

B. In case the S.A.T.C. is continued, will you return to the University after the Christmas vacation?

Please answer YES or NO and sign. If drafted to

Harry Joseph Sullivan

Please return this to officer commanding your company by Sunday, November 24, 6.00 p.m.

The Catholic University of America
Washington, D. C.

November 23, 1918.

TO MEMBERS OF S.A.T.C:

A. In case the S.A.T.C. is discontinued December 21, and you are discharged from military service, will you return to the University after the Christmas vacation and pursue your studies on these conditions:

1. That the academic work you have done during this quarter shall count towards a degree;

2. That you pay your own expenses.

Please answer YES or NO and sign your name. Yes.....

.....

B. In case the S.A.T.C. is continued, will you return to the University after the Christmas vacation?

Please answer YES or NO and sign.....

F. C. Sheridan, jr.....

Please return this to officer commanding your company by Sunday, November 24, 6.00 p.m.

The Catholic University of America
Washington, D. C.

November 23, 1918.

TO MEMBERS OF S.A.T.C:

A. In case the S.A.T.C. is discontinued December 21, and you are discharged from military service, will you return to the University after the Christmas vacation and pursue your studies on these conditions:

1. That the academic work you have done during this quarter shall count towards a degree;

2. That you pay your own expenses.

Please answer YES or NO and sign your name. Yes.

Elmer B. Schwab

B. In case the S.A.T.C. is continued, will you return to the University after the Christmas vacation?

Please answer YES or NO and sign. Yes.

Elmer B. Schwab

Please return this to officer commanding your company by Sunday, November 24, 6.00 p.m.

The Catholic University of America
Washington, D. C.

November 23, 1918.

TO MEMBERS OF S.A.T.C:

A. In case the S.A.T.C. is discontinued December 21, and you are discharged from military service, will you return to the University after the Christmas vacation and pursue your studies on these conditions:

1. That the academic work you have done during this quarter shall count towards a degree;

2. That you pay your own expenses.

Please answer YES or NO and sign your name.....Yes

.....Lawrence A. Gibney.

B. In case the S.A.T.C. is continued, will you return to the University after the Christmas vacation?

Please answer YES or NO and sign.....No

.....Lawrence A. Gibney.

Please return this to officer commanding your company by Sunday, November 24, 6.00 p.m.

The Catholic University of America
Washington, D. C.

November 23, 1918.

TO MEMBERS OF S.A.T.C:

A. In case the S.A.T.C. is discontinued December 21, and you are discharged from military service, will you return to the University after the Christmas vacation and pursue your studies on these conditions:

1. That the academic work you have done during this quarter shall count towards a degree;

2. That you pay your own expenses.

Please answer YES or NO and sign your name...Yes...

Francis William Stibick

B. In case the S.A.T.C. is continued, will you return to the University after the Christmas vacation?

Please answer YES or NO and sign...Yes...

Francis William Stibick

Please return this to officer commanding your company by Sunday, November 24, 6.00 p.m.

The Catholic University of America
Washington, D. C.

November 23, 1918.

TO MEMBERS OF S.A.T.C:

A. In case the S.A.T.C. is discontinued December 21, and you are discharged from military service, will you return to the University after the Christmas vacation and pursue your studies on these conditions:

1. That the academic work you have done during this quarter shall count towards a degree;

2. That you pay your own expenses.

Please answer YES or NO and sign your name.....

...Yes...(James Sullivan)...

B. In case the S.A.T.C. is continued, will you return to the University after the Christmas vacation?

Please answer YES or NO and sign...Yes: No Choice in this question

...James B. Sullivan.....

Please return this to officer commanding your company by Sunday, November 24, 6.00 p.m.

The Catholic University of America
Washington, D. C.

November 23, 1918.

TO MEMBERS OF S.A.T.C:

A. In case the S.A.T.C. is discontinued December 21, and you are discharged from military service, will you return to the University after the Christmas vacation and pursue your studies on these conditions:

1. That the academic work you have done during this quarter shall count towards a degree;

2. That you pay your own expenses.

Please answer YES or NO and sign your name. No

Jos. L. Smith

B. In case the S.A.T.C. is continued, will you return to the University after the Christmas vacation?

Please answer YES or NO and sign. No.

Jos. L. Smith

Please return this to officer commanding your company by Sunday, November 24, 6.00 p.m.

FORM III
Oct. 16, 1918.

THE CATHOLIC UNIVERSITY OF AMERICA

Students Army Training Corps

Mr. Sergt Sigmund C. Sacks ..... Company A

will take, during the first term the courses checked in the following list. Time and place of classes are indicated on the posted schedules. Laboratory periods will be arranged later.

War Issues I	Biology	Sanitation & Hyg. I
War Issues II	Business Administration	~~Sanitation & Hyg. II~~
~~War Issues III~~	International Law	Economics
Trigonometry I	Chemistry	~~Military~~ Law
Trigonometry II	Map-Reading and Navigation	History
Trigonometry III	German	Accounting
Analytic Geometry	Psychology	Physics
French I	English	Surveying and Map-Making I
French II	Mechanical Drawing	~~Surveying and~~ Map-Making II
French III	French IV	
~~Ethics~~		

I

FORM III
Oct.16,1918.

THE CATHOLIC UNIVERSITY OF AMERICA

Students Army Training Corps

Mr. . . . Thomas I. Scanlon . . . . . Company . C . .

will take, during the first term the courses checked in the following list. Time and place of classes are indicated on the posted schedules. Laboratory periods will be arranged later.

War Issues I	Biology	Sanitation & Hyg. I
War Issues II	Business Administration	~~Sanitation~~ & Hyg. II
~~War~~ Issues III	International Law	Economics
Trigonometry I	Chemistry	~~Military~~ Law
Trigonometry II	Map-Reading and Navigation	History
Trigonometry III	German	Accounting
Analytic Geometry	Psychology	Physics
French I	English	Surveying and Map-Making I
French II	Mechanical Drawing	~~Surveying~~ and Map-Making II
French III	French IV	

→ Ethics

IV

FORM IV (Engineering)
Oct.23, 1918.

THE CATHOLIC UNIVERSITY OF AMERICA

Students Army Training Corps

Mr. Thomas S Schaut - Company - B - -

will take during the first term, the courses listed under - I -

- I -

War Issues II	~~Analytic Geometry~~	Mech. Drawing and
Trigonometry III	Chemistry	Descr. Geometry

- II -

War Issues	Mechanics	Calculus
Physics		Surveying

- III -

War Issues	Mechanism & M.E. Drawing Shopwork	Calculus Surveying & Topo.Drawing
Physics P		

* IV -

War Issues	Mechanism & Mechanics	Calculus
Physics	M.E. Drawing	

- V -

War Issues	Engineering Drawing	Calculus
Physics		Chemistry

IV

FORM IV (Engineering)
Oct.23, 1918.

THE CATHOLIC UNIVERSITY OF AMERICA

Students Army Training Corps

Mr. William H. Schildroth - Company - D -

w ill take during the first term, the courses listed under - II -

- I -

War Issues Trigonometry	Analytic Geometry Chemistry	Mech. Drawing and Descr. Geometry

- II -

War Issues II Physics	Mechanics	Calculus Surveying

- III -

War Issues Physics P	Mechanism & M.E. Drawing Shopwork	Calculus Surveying & Topo.Drawing

* IV -

War Issues Physics	Mechanism & Mechanics M.E. Drawing	Calculus

- V -

War Issues Physics	Engineering Drawing	Calculus Chemistry

IV

FORM IV (Engineering)
Oct.23, 1918.

THE CATHOLIC UNIVERSITY OF AMERICA

Students Army Training Corps

Mr. Elmer B Schwab - Company - - a

w ill take during the first term, the courses listed under - VI -

- I -

War Issues
Trigonometry
Analytic Geometry
Chemistry
Mech. Drawing and
Descr. Geometry

- II -

War Issues
Physics
Mechanics
Calculus
Surveying

- III -

War Issues
Physics
P
Mechanism &
M.E. Drawing
Shopwork
Calculus
Surveying &
Topo.Drawing

* IV -

War Issues
Physics
Mechanism & Mechanics
M.E. Drawing
Calculus

- V -

War Issues
Physics
Engineering Drawing
Calculus
Chemistry

I

FORM III
Oct. 16, 1918.

THE CATHOLIC UNIVERSITY OF AMERICA

Students Army Training Corps

Mr. . . . George J. Schwab . . . . . Company D . . .
will take, during the first term the courses checked in the following list. Time and place of classes are indicated on the posted schedules. Laboratory periods will be arranged later.

War Issues I	Biology	Sanitation & Hyg. I defer
War Issues II	Business Administration	Sanitation & Hyg. II
—War Issues III	International Law	Economics
—Trigonometry I	Chemistry	—Military Law
Trigonometry II	Map-Reading and Navigation	History
Trigonometry III	German	Accounting
Analytic Geometry	Psychology	Physics
French I	English	Surveying and Map-Making I
French II	Mechanical Drawing	—Surveying and Map-Making II
French III	French IV	

→Ethics

IV

FORM IV (Engineering)
Oct.23, 1918.

THE CATHOLIC UNIVERSITY OF AMERICA

Students Army Training Corps

Mr. Andrew P. Schwarz a Company

will take during the first term, the courses listed under VI

- I -

War Issues Trigonometry	Analytic Geometry Chemistry	Mech. Drawing and Descr. Geometry

- II -

War Issues Physics	Mechanics	Calculus Surveying

- III -

War Issues Physics P	Mechanism & M.E. Drawing Shopwork	Calculus Surveying & Topo.Drawing

* IV -

War Issues Physics	Mechanism & Mechanics M.E. Drawing	Calculus

- V -

War Issues Physics	Engineering Drawing	Calculus Chemistry

I

FORM III
Oct.16,1918.

THE CATHOLIC UNIVERSITY OF AMERICA

Students Army Training Corps

Mr. . Cornelius F. Segasser . . . . . Company . C . .

will take, during the first term the courses checked in the following list. Time and place of classes are indicated on the posted schedules. Laboratory periods will be arranged later.

War Issues I	Biology	Sanitation & Hyg. I
War Issues II	Business Administration	Sanitation & Hyg. II
War Issues III	International Law	Economics
Trigonometry I	Chemistry	Military Law
Trigonometry II	Map-Reading and Navigation	History
Trigonometry III	German	Accounting
Analytic Geometry	Psychology	Physics
French I	English	Surveying and Map-Making I
French II	Mechanical Drawing	Surveying and Map-Making II
French III	French IV	
Ethics		

FORM III
Oct. 16, 1918.

THE CATHOLIC UNIVERSITY OF AMERICA

Students Army Training Corps

Mr. . . Charles A. Shea . . . . . Company . D . .

will take, during the first term the courses checked in the following list. Time and place of classes are indicated on the posted schedules. Laboratory periods will be arranged later.

War Issues I	Biology	Sanitation & Hyg. I defer
War Issues II	Business Administration	Sanitation & Hyg. II
War Issues III	International Law	Economics
Trigonometry I	Chemistry	Military Law
Trigonometry II	Map-Reading and Navigation	History
Trigonometry III	German	Accounting
Analytic Geometry	Psychology	Physics
French I	English	Surveying and Map-Making I
French II	Mechanical Drawing	Surveying and Map-Making II
French III	French IV	
Ethics		

III

FORM III
Oct. 16, 1918.

THE CATHOLIC UNIVERSITY OF AMERICA

Students Army Training Corps

Mr. James D. Aloysius Shea ... Company C

will take, during the first term the courses checked in the following list. Time and place of classes are indicated on the posted schedules. Laboratory periods will be arranged later.

War Issues I	Biology	Sanitation & Hyg. I
War Issues II	—Business Administration	Sanitation & Hyg. II
—War Issues III	International Law	Economics
Trigonometry I	Chemistry	—Military Law
Trigonometry II	Map-Reading and Navigation	History
Trigonometry III	German	—Accounting
Analytic Geometry	Psychology	Physics
—French I	English	Surveying and Map-Making I
French II	Mechanical Drawing	Surveying and Map-Making II
French III	French IV	