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University of Virginia Record
Extension Series



WAR EXTENSION SERVICE

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Monograph

BULLETINS OF THE BUREAU OF EXTENSION OF THE
UNIVERSITY INCLUDE THE FOLLOWING
PUBLICATIONS.

1. Rural Life Bulletin—The Country Church
2. Virginia High School Quarterly—Published in November, February, May and August
3. Virginia High School Literary and Athletic League—Debate—Part I. Organization, Parliamentary Forms and Rules. Part II. Arguments and References
4. Virginia High School Literary and Athletic League—Debate—Woman's Suffrage
5. Virginia High School Literary and Athletic League—Debate—Good Roads
6. Extension Series, Vol. I, No. 2—University Extension Lectures
7. Extension Series, Vol. I, No. 3—Compulsory Education
8. Extension Series, Vol. I, No. 4—Religious Activities and Advantages at the University of Virginia
9. Extension Series, Vol. I, No. 5—Program for the use of Sunday Schools and Churches in the observance of Country Church Day
10. Extension Series, Vol. I, No. 6—Announcement of the Curry Memorial School of Education
11. Extension Series, Vol. I, No. 7—Program of the Ninth Annual Rural Life Conference, University of Virginia Summer School, July 17 to 21, 1916
12. Extension Series, Vol. II, No. 1—Official Syllabus of Bible Study for High School Pupils
13. Extension Series, Vol. II, No. 2—The Virginia High School and Athletic League—Debate, Compulsory Military Training
14. Extension Series, Vol. II, No. 3—A Bibliography of Educational Surveys and Tests
15. Extension Series, Vol. II, No. 4—Principles Involved in the Teaching of Handwriting
16. Extension Series, Vol. II, No. 5—Summer School of Music; Special Announcement.
17. Extension Series, Vol. II, No. 6-7—The Jewish Chautauqua Society and the University of Virginia
18. Extension Series, Vol. II, No. 8-9—The Relation of the Colleges and Universities of the South to the National Crisis
19. Extension Series, Vol. II, No. 10—Albemarle Highway Association
20. Extension Series, Vol. III, No. 1—A Study of School Recesses
21. Extension Series, Vol. III, No. 2—Virginia High School Literary and Athletic League—Debate, A League to Enforce Peace
22. Extension Series, Vol. III, No. 3—War Extension Service

Copies of these bulletins will be sent to any one upon application to

BUREAU OF EXTENSION,
Charles G. Maphis, Chairman
University, Virginia

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Foreword

WAR EXTENSION SERVICE.

The fundamental duties of every university are to teach, to investigate, to disseminate truth, and to afford technical guidance to the people. My own ambition for the University of Virginia is to speed the time when no cry of help in any social need shall come up from any community in the Commonwealth that will not be met by immediate response from the forces and agencies assembled here at the University. If this was a normal peace-time aspiration it is even more a war-time ambition. If it was our duty to discharge these obligations in peace through ordinary university channels, it is even more our duty now to bring to bear all of our resources upon the novel and complex problems that face our democracy.

The University of Virginia as soon as war was declared, hastened to concentrate its energies in helpful work for the nation. It placed military training in its curriculum; it classified its resources of men and equipment; it organized and offered war courses of instruction; it organized a great Base Hospital Unit, now ready for embarkation; its faculty, undergraduates and alumni gave themselves to the nation's need so generously that twenty per cent of them are now to be found with the colors. This sort of helpfulness will continue to go on as the need arises; but the University realizes that there rests upon it, in addition to this, a clear educational duty, not only to teach those who come to its walls, but to instruct all citizens who need guidance as to the causes of war, the character of American ideals, the avenues for public usefulness, the true ways to win peace, the nature of the responsibility that rests upon all Americans in this solemn moment of our national history, and the character of the reconstructive work that awaits us all when a just peace shall be won. The University wishes to discharge those duties to the extent of its power, and, if possible, in coöperation with high schools,

grammar schools, and other educational bodies in practical and definite ways. It wishes to draw nearer to the people by offering them practical but inspiring instruction in a sound idealism, in all useful administrative work, in the mobilization of latent resources, and in all the fields that tend to give to a patriotic American knowledge of his privileges and duties in this testing time in the experience of the republic. A general plan of operation is herein submitted.

EDWIN A. ALDERMAN,
President.

UNIVERSITY EXTENSION.

“Our Republic can no longer rely on an unlimited quantity of untouched wealth, but must depend upon skill and training for the proper development of its resources. The times call imperatively, therefore, for educated leadership, whose greatest need will be knowledge and the discipline of exact training. The ultimate mission of the State University in America will be to supply this training, not only to the fortunate few who can repair to its walls, but to all the people who constitute the life of the State. Universities must, therefore, in a peculiar sense draw nearer to the people, young and old, in helpfulness and service. This is an old philosophy, indeed, but informed now by a new and vigorous spirit which will be satisfied with nothing less than a complete and pervasive program. University extension is the name given to this great connecting link between every part of a university and the actual conditions of life in the State which the university exists to aid and strengthen. The fundamental ideal of university extension is the ideal of service to democracy as a whole rather than to individual advancement. The University of Virginia, founded by the greatest individualist and democrat of the age, would be strangely false to its origin and genius if it did not seek to illustrate this idea. It has, of course, for years sought to render such service in indirect fashion and with limited means. It is now undertaking to inaugurate the great system in a more direct fashion, with the hope that the encouragement it re-

ceives will enable it to overcome all obstacles and to realize the great democratic purpose of bringing the University to every fireside and home in the Commonwealth. This sort of university extension necessitates large means, but when its advantages to the elevation of standards and life in the Commonwealth are seen, a sagacious and generous people will not fail, I believe, to provide for the maintenance of so vital an enterprise."

Edwin A. Alderman.

"No longer do colleges and universities confine their work within their own walls. More and more do they attempt to reach all the people of the communities to which they minister. The campus of the state university has come to be coextensive with the borders of the state whose people tax themselves for its support. The great universities with large endowments attempt to serve still larger areas in this popular way. Wherever men and women labor in the heat, or toil in the shadows, in field or forest, or mill or shop or mine, in legislative halls or executive offices, in society or in the home, at any task requiring an exact knowledge of facts, principles, or laws, there the modern university sees both its duty and its opportunity. The fear that such service may lead to a lowering of dignity and a dissipation of energy has given place to a realization of the facts that there is no dignity except the dignity of service and that the only way to conserve and increase strength is to spend it wisely."

P. P. Clarton, U. S. Commissioner of Education.

"A college, to be of any great value, must grow out of the community in which it lives, and must be in absolute touch with that community, doing all the good it can, and doing what the community needs. Any institution not in close touch with the community around it is bound to wither and die. The institutions about us today which are doing the most good in the way of helping their respective communities are the great state universities of the Middle West. We must learn to do those things which others are doing."

President Lowell, of Harvard University.

"All persons in the Commonwealth are properly students of a state institution, but very few of them have yet registered, nor is it necessary that any great proportion of them should leave home in order to receive some benefits of the institution. It is the obligation of such an institution to serve all the people, and it is equally the obligation of the people to make the institution such that it can exercise its proper functions; and all this can be brought about without sacrificing any worthy standards of education."

Dean Bailey, Cornell College.

"Life is made up of work and leisure," says R. G. Moulton. "No one is now found to defend the idle life that has no work in it. But the correlative of this is equally true that a man who in preoccupation with his professional or philanthropic or social duties has lost all control of his time and can not retire into himself and give heed to his self-development, has lapsed from the life of a free man into the life of a slave. The fourth commandment is still valid; and the significance of the fourth commandment is not the details of Sabbath observance, but the duty of leisure; its place in the decalogue means that the moral duty of leisure is as fundamental as the duty of purity or honesty." To assist people in finding proper use for this necessary leisure is one purpose of university extension.

University extension is the organized and systematic effort to bring some of the advantages for culture and instruction within the university to people who are not enrolled as resident students and thus make the campus of the university as wide as the state itself. It renders the resources of the university's faculty, libraries, laboratories, and shops available to the largest possible number of individuals and communities, by carrying them out into the state and applying them in creative helpfulness. A university should not only discover truth, but disseminate truth, and university extension, therefore, is an attempt to bring the university to those who can not go to it. This should be especially true of a state university, supported as it is by the taxes of all the people; it is under moral and business

obligation to render service to each citizen and to the state. It fulfills this obligation in a measure by educating in residence young men and women and sending them back into their home communities with a broader outlook, a more intelligent comprehension of the problems of life, expert knowledge or acquired skill through professional training, and especially the inspiration, ambition and ability for unselfish service as citizens of the commonwealth. But there exists in every community a considerable class of persons who have capacity, leisure, and ambition and who have claim upon the state for educational opportunities outside the formal instruction given within the walls of the institutions. Through different forms of extension service the university can and should open the door of educational hope to thousands of such citizens who can not attend school. Its constant aim should be to make the university the centre of every movement which concerns the interests of the state and to give every man a chance to get the highest education possible at the smallest practical cost—to bring the university and the home in closer touch, to carry the university to every city, town and country community and into every school and every home, reaching out a helpful hand to every citizen. University extension enables any one, young or old, in occupation, to broaden his knowledge, extend his vision, fit himself for new duties, keep up with improvements and discoveries, and to keep in touch with the best thought of the times. It has passed the experimental stage and is now a recognized department in practically every state university and in many colleges under private control. It is one phase of the general tendency to democratize education.

Through extension work the resources of the university become more available to the citizens of the state. In a very true and broad sense it makes the institution fulfill its true function of a public service corporation responding to the call for aid, whether from the public elementary schools, the secondary schools, or the improvement of public health, or for civic betterment or the betterment of economic or industrial conditions.

Between 1906 and 1913, inclusive, twenty-eight institutions organized university extension, and between those dates twen-

ty-one other institutions reorganized. The Extension Bureau of the University of Virginia at present comprises several activities, including the promotion of debate and discussion of public questions through its Bureau of Debate and Discussion, the dissemination of information regarding work and investigations of the departments of the University through special bulletins, the standardizing and encouraging of pure amateur athletics through its High School Athletic League, the stimulation and encouragement of better methods of teaching in secondary schools through the publication of the *High School Quarterly*, the dissemination of useful knowledge through its extension lectures, and the advancement in any way in its power of social organization and civic development.

THE BUREAU OF EXTENSION OF THE UNIVERSITY OF VIRGINIA.

The Bureau of Extension of the University of Virginia offers to the people of the state:

I. Instruction by Lectures:

Lectures by members of the faculty of a popular or technical nature or addresses for commencement or other special occasions will be furnished to any community which will pay the traveling expenses and provide entertainment for the lecturer.

II. Assistance in Debate and Public Discussion:

Through the Virginia High School Literary and Athletic League, special bulletins and handbooks containing information on pertinent questions for public discussion, will be sent free of cost to any individual, school, society, club or other organization applying for it.

III. Package Libraries:

The Library of the University will lend a limited number of package libraries, containing information on public questions for discussion, to schools and organizations applying and willing to pay transportation charges.

IV. The Virginia High School Quarterly:

For the use of teachers in high schools and school officers the *High School Quarterly* will be sent upon application, free of charge.

V. Bureau of Publication:

For the purpose of disseminating information and carrying the results of study, research and investigation of its faculty to as many people as possible, the Bureau will publish ten special *Bulletins* on various subjects each year. These *Bulletins* will be sent free of cost to all persons applying to be placed on the mailing list.

VI. A Bureau of Appointments:

For the purpose of aiding communities and schools in securing efficient teachers in the high schools a bureau of appointments is maintained, which will send without charge information about teachers and vacancies in secondary schools.

It is the purpose of the University as soon as possible to add correspondence courses, and other forms of extension work.

VII. War Extension Service:

For several years past the University, through its Bureau of Extension, as far as possible without any special appropriation or other resources for this work, has endeavored to extend its services to all the people of the commonwealth who cannot repair to its walls for instruction but who constitute the life of the State, through extension lectures, assistance in debate and public discussion, package libraries, and numerous publications carrying the result of study, research, and investigation of its faculty.

At this time and in this crisis the service of the University in these directions should be brought to bear upon the immediate problems arising out of the present war and the many new and difficult ones which will follow. To this end, it is the desire of the University to make available to the fullest extent practicable the service of the members of its faculty and every other resource of the institution, including its alumni.

It, therefore, offers a war extension service consisting of:

- A. Extension Lectures which will be offered to country churches, community leagues, farmers' clubs, high schools, commercial clubs, and to the public generally.
- B. Special cantonment service consisting of extension lectures suitable for the men in our camps.
- C. Courses of study based on a brief outline and bibliography furnished by the professors, for local groups under the direction of one or more professors.
- D. Library war service consisting of information about books and articles dealing with the war, package libraries, and the regular use of the library through our card system at small cost.

It is the desire of the University to secure the coöperation of its alumni in each county of the State in carrying out this program of service, and, therefore, an alumnus has been invited to act as Chairman in each county and city to do the following things: 1. To fill as many engagements himself as possible in response to invitations in his county to discuss any phase of the war and the problems arising therefrom. 2. To take local charge of the courses of instruction and lectures offered by the University. 3. To associate with him other alumni to assist in these matters. 4. To address the students of the principal high schools of the county urging them to go to college next session. Due announcement of these appointments will be made in local papers.

EXTENSION LECTURES.

The War Extension Lectures are listed first in each group in the following list.

No charges for these lectures is made to communities desiring them except the necessary expenses for travelling and entertainment of the lecturers. No fee need be paid to the lecturer and no entrance fee can be required of the audience. Schools or communities desiring the use of these extension lectures should, when applying, indicate a first, second and third choice of speakers, because it is not always possible for a professor to leave his work in the University and each one can accept only a limited number of engagements.

The following lectures will be available this session:

E. A. Alderman, President: Causes of the European War; The Safeguarding of Democracy for the World; Education and War.

J. C. Bardin, Adjunct Professor of Spanish and Portuguese: What Germany Tried to Do to Latin-America; Latin-America—Her People and Her Geography (Illustrated); (100 Lantern Slides Available).

A. G. A. Balz, Associate Professor of Philosophy: German Philosophy and the War.

Robert Bennett Bean, Professor of Anatomy: Types of Man; The Head Hunters of Northern Luzon; The Moham-medans of the Philippines; Diseases in Relation to Type; Death Rate in Relation to Type.

R. M. Bird, Professor of Chemistry: The Chemical Factor in Modern Warfare; The Chemist During the Re-construction Period; The Chemist Back of the Firing Line; The Accomplishment of Applied Chemistry in America; The Romance of Steel; Camp Equipment and Camp Life (Illustrated).

E. I. Carruthers, Bursar: Enlisting the Man.

R. H. Dabney, Dean of the Department of Graduate Studies: Why Germany is so Terribly Strong; What we are Fighting For; The World's Debt to France.

John Staige Davis, Professor of the Practice of Medicine: The Effect of Alcohol on the Human Body and Mind.

W. H. Faulkner, Professor of Germanic Languages: *The Meaning of a German Victory; Pacifist, Socialist, or Pro-German; Storm-Warnings in German Literature Since 1870; German Literature and War Prior to 1870.* Available only on Saturday evenings and Sundays.

Thomas FitzHugh, Professor of Latin: *Speech Affinities of the Nations in the World War, with Special Reference to Latin; Culture, History and Ancient Art.*

W. M. Forrest, Professor of Biblical History and Literature: *The Prophets and World Peace; Jesus and the War; The Peace Program of the Kingdom of God; The Literary Value of the English Bible; The Making of the Bible; The Hebrew Prophets; The Wise Men of Israel; Jesus as a Teacher; St. Paul the Man; What High School Pupils Ought to Know About the Bible; Life in India; The Country Church and the Rural Problem; Public School Credit for Bible Study.*

Raymond Freas, Adjunct Professor of Chemistry: *The Chemistry of Gas Warfare; Manufacture of Modern Explosives; The Chemist in Industrial Preparedness; Explosives and Fertilizer from the Air; Coal Tar Products in the War.*

Charles Hancock, Professor of Mechanical Engineering: *The Automobile in Army Transportation; The Automobile in the Service of the Farmer; The Care of One's own Automobile; The Liberty Motor; Smoke Abatement in its Relation to Fuel Economy; Fuel Economy in the House.*

W. H. Heck, Professor of Education: *The Health of School Children as the Basis of National Strength; Character Elements of Education.*

H. P. Johnson, Adjunct Professor of English Literature: *Training for Service—Plattsburg and After; Fighting beyond the Sea—Why Leave our own Shores?; Some Benefits of the War—A New Meaning of Democracy; Modern Tendencies in Education; Some English Poets of our Day.*

R. C. Jones, State Forester: *Forestry in France; The Influence of Forests on Stream Flow; The Proper State Forest Policy for Virginia; How Owners of Timberland Can Practice Forestry in Virginia; The Immediate Necessity of a State Forest-Fire-Protection System in Virginia.*

H. E. Jordan, Professor of Histology and Embryology: War Responsibility and Opportunities.

W. A. Kepner, Professor of Biology: Darwin and the War; A Neglected Aspect of Human Conduct; War and Life's Reality; Animal Activities; The Place of Education in Life; The Individual and the Species.

J. S. Lapham, Adjunct Professor of Experimental Engineering: The New Stone Age.

Ivey Lewis, Professor of Biology and Agriculture: Potash, Plant Production and the War; The Biological Factor in History.

Albert Lefevre, Professor of Philosophy: America and the World War; Philosophy and Life.

J. L. Manahan, Professor of School Administration: Dangers to Public Education in War Times; Why America is at War; Who Will Win the War? Why?: How to Know your Home County and Community; The Public School as an Educational Laboratory; Improving Instruction Through Educational Measurement; School and Community Coöperation; Standard Tests and Educational Administration; Parent-Teachers' Associations at Work.

C. G. Maphis, Professor of Secondary Education: The American Red Cross; The Effect of the War on our Educational Aims and Ideals; Has German Education Failed?; The High School as a Social Institution; Thomas Jefferson as Revealed by his Letters; University Extension; A Plea for the Mother Tongue.

J. C. Metcalf, Professor of English: The Ministry of Democracy; Poetry and the War World; War and Literature.

S. A. Mitchell, Professor of Astronomy: How to Navigate a ship; A Trip to the Moon; The Light and Heat of the Sun; 35,000 Miles with an Astronomer to See Eclipses of the Sun; Is Mars Inhabited?

W. N. Neff, Secretary Y. M. C. A.: The Red Triangle; Christianity and War.

J. L. Newcomb, Professor of Civil Engineering: The Engineer in the War; The Engineer after the War.

Thos. W. Page, Professor of Economics: Economic Aspects of the War; Paying the Cost of the War; What Has War done to Business?; Readjustments for Future Peace.

J. S. Patton, Librarian of the University: The Library and the State; The Old Order and the New in Library Purposes; Books and Booklings.

W. S. Rodman, Associate Professor of Electrical Engineering: Electricity in the War.

Lindsay Rogers, Adjunct Professor of Political Science: Germany's Responsibility for the War; How Germany Makes War; The War Aims of the United States; What the War Should Mean to the American People; The Government of Germany; The American Government and the War.

C. M. Sparrow, Adjunct Professor of Physics: The Submarine; Guns and Gunnery.

W. M. Thornton, Professor of Applied Mathematics: The Farmer's Roads and How to Improve Them; Macadam and His Followers; The Automobile and the Roads of the Future.

R. H. Webb, Professor of Greek: The Life of the Ancient Greeks; Greek Athletics; Recent Discoveries of Greek Literature.

The following men from the student body are available for speeches in the State on the Honor System, Clean Sport, Avoidance of Disease, and patriotic subjects: D. C. Wilson, F. M. Massie, H. A. Sparr, B. C. Smith, D. M. Faulkner, R. H. Meade, D. E. Brown, Carter Catlett, R. C. Flannagan, J. B. O'Neill, W. N. Neff.

WAR EXTENSION STUDY COURSES.

It is hoped that the following courses will be undertaken by various local organizations, such as community leagues, farmers' clubs, women's clubs, teachers' associations, high school clubs, book clubs, etc. The organization should elect a conductor for the course, and this conductor should write to the professor in charge of the course desired for a further outline, text-book, parallel reading, and other suggestions. If the professor can so arrange his work at the University as to be able to leave, he will be glad to give a lecture to the class sometime during the course, preferably at the beginning.

I. The Historical Background of the World War.—R. H. Dabney.

1. The Congress of Vienna, Metternich, the Holy Alliance and the Reaction against the French Revolution in Europe.
2. The July Revolution in France, Belgian Independence, and the abortive Polish revolt.
3. Central Europe between 1830 and 1848.
4. The stormy years, 1848 and 1849.
5. The second French Empire.
6. Cavour, Garibaldi, and the creation of the kingdom of Italy.
7. Prussia, Bismarck, and the creation of the German Empire.
8. The Growth of British Democracy and the expansion of British colonies.
9. The Third French Republic.
10. Decline of the Ottoman Empire and rise of the Balkan States.
11. Russia before and since her war with Japan.
12. Alsace-Lorraine; the Poles of Russia, Prussia and Austria; Italia Irredenta; the Slavs and other oppressed peoples of Austria-Hungary.
13. German arrogance and the "Weltpolitik."
14. Recent Diplomatic crises.
15. The two Balkan wars.
16. The Austro-Hungarian Ultimatum to Serbia.

II. United States History since 1865.—R. H. Dabney.

1. Overthrow and Reconstruction of the Southern Social and Political System.

2. The West and the Greenbacks.

3. Political Corruption and Civil Service Reform.

4. The Tariff.

5. The Farmers' Alliance and Populism.

6. The Silver Question.

7. The Spanish War. The United States a World Power.

8. Big Business. Corporations and "Trusts." Capital and Labor.

III. Economic Aspects of the War.—T. W. Rags.

1. Paying the Costs of the War.

2. The War and Business Dislocation and Readjustment.

3. Effect of the War on Production and Transportation.

4. The War and International Commercial Relations.

5. The Significance of possible Territorial Adjustments.

IV. The United States and the War.—Lindsay Rogers.

1. American Foreign Policy (The Monroe Doctrine, etc.)

2. The Causes and Issues of the European War: America's Interest.

3. America's Case against Germany.

4. The War Aims of the United States.

5. The United States and the Future Peace of the World.

V. Democracy and War.—Lindsay Rogers.

1. Democracy and Foreign Policy.

2. The Citizen and the State: German vs. English conceptions.

3. Democratic Difficulties of Making War.

4. Governmental Changes on account of the War.

5. The War as a Struggle between Democracy and Autocracy.

VI. The Geography of the War.—W. H. Faulkner.

1. The French and Belgian Front.

2. The Russian and Roumanian Front.

3. The Italian Front.

4. The Balkan Front.
5. The War in Asia Minor and in Africa.

VII. Latin-American Geography and Its Relation to the War,
—*J. C. Bardin.*

1. General Geography: (a) location of South America; (b) location of Mexico and Central America; (c) location of productive zones in Latin-America; (d) location of strategic points which dominate the regions; (e) the Antilles from a strategic point of view; (f) The Falkland Islands and the Strait of Magellan; (g) the Panama Canal and the Pacific.

2. Special geography of the countries and their relations to the war.

3. Special American International relations. The Pan-German plot and Latin-America.

VIII. The Prophets and World Peace.—*W. M. Forrest.*

1. Israel's Relation to World Power.
2. Expedients for Self-Preservation.
3. War Prophecies.
4. Ideals of Universal Peace.

IX. Jesus and War.—*W. M. Forrest.*

1. Did Christ Forbid War?
2. Application of Christ's Principles to War Problems.
3. The Peace Program of the Kingdom of God.

X. Poems of Patriotism.—*J. C. Metcalf.*

1. American.
2. English.
3. French and Belgian (in translations).

XI. A course of reading in patriotic Literature.—*H. P. Johnson.*

1. America and England—in 1776 and in 1917.
2. America and France—in 1776 and in 1917.
3. Our policy of isolation.
4. The Monroe Doctrine.
5. An extension of the Monroe Doctrine—the President's messages.
6. America as seen by foreigners—speeches by statesmen of Great Britain, France, Italy, and other nations.

XII. Health Conditions in the United States.—W. H. Heck.

1. The Registration Area.
2. Mortality Statistics.
3. Morbidity Statistics.
4. National Health Bureaus.
5. State Health Departments.
6. Other Health Agencies.

XIII. The Secondary School.—C. G. Maphis.

1. The Nature and Scope of Secondary Education.
2. The Organization of the High School.
3. Methods of Instruction in the High School.
4. Problems of Secondary Education.

XIV. Elementary School Curricula.—J. L. Manahan.

1. Standards for judging the value of elementary curricula and syllabi.
2. Application of these standards to: (a) reading and literature; (b) composition and grammar; (c) spelling, and (d) music.
3. Application of these standards: (a) nature study and elementary science; (b) arithmetic; (c) drawing; and (d) geography.
4. Conclusions as to quality of curricula of elementary school.

XV. Improving Instruction through Educational Measurement.

—J. L. Manahan.

1. Making the school an educational laboratory.
2. Problems for study in educational measurement.
3. Methods and means of measuring instruction.
4. Interpreting and utilizing the results of educational measurement.

XVI. The Health of School Children.—W. H. Heck.

1. Growth.
2. Posture.
3. Teeth.
4. Ear, nose, and throat.
5. Eyes.
6. Work and rest.

7. The school environment.
8. Communicable diseases.

XVII. Introduction to General Psychology.—A. G. A. Balz.

1. Subject-matter and methods of Psychology.
2. Study of the nervous system as an aid in the solution of the problems of Psychology.
3. Sensation and the sense-organs; stimulation and reaction.
4. Nature and importance of habit-formation.
5. Perception, memory, and imagination.
6. Meaning and intelligent behavior.
7. Instinct and emotion.
8. Character and will.

XVIII. Introduction to Social Psychology.—A. G. A. Balz.

1. Nature of Social Psychology and its relations to other forms of Psychology.
2. Heredity and environment; instinct and habit.
3. The fundamental instincts of man; suggestion and imitation.
4. The socialization of inherited tendencies.
5. Development and social function of the sentiments.
6. Habit and intelligence in society.
7. The nature and conditions of progress.

XIX. The Chemical Factor in Modern Warfare.—R. M. Bird.

1. General scientific aspect of the war.
2. The chemist back of the firing line.
3. Modern explosives: their development and raw materials.
4. Gaseous materials in warfare.

XX. Biology and the War.—W. A. Kepner.

1. Biology and food.
2. Biology and health.
3. Science and life and war.
4. Life's higher values and war.
5. The degree of human personality.
6. Evolution and the war.

XXI. Bacteria on the Farm.—I. F. Lewis.

1. The general properties of micro-organisms.
2. Relation of bacteria to soil fertility.

3. Bacteria and dairy products.
4. Bacteria and miscellaneous farm products.
5. Bacteria in water.
6. Farm sanitation.

XXII. How to Practice Forestry on Farm Woodlands.—R. C. Jones.

1. The value of woodlands on the farm.
2. Protection of farm woodlands against fire, insects, fungous diseases and grazing.
3. Important native trees.
4. Essentials of good farm woodlands.
5. Improvement of farm woodlands by cuttings.
6. Harvesting of mature trees on farm woodlands.
7. Starting new trees in farm woodlands.

XXIII. Physics and the War.—C. M. Sparrow.

1. Mechanics of projectiles.
2. The gyroscope.
3. The aeroplane and submarine.
4. Acoustical apparatus.
5. Use of lights for signaling.
6. Photography.
7. Application of electricity.

XXIV. Operation and Care of Automobiles.—Charles Hancock.

1. Construction of the Engine and Transmission.
2. Fuel and Combustion; the carburetor.
3. Ignition, starting, and lighting systems. General care and upkeep.
4. The running gear and steering mechanism.

XXV. Lessons in Loyalty from Augustan Authors: Readings in Sallust, Vergil, Livy, Horace.—Thomas FitzHugh.

1. Sallust: *Catiline Conspiracy*, especially the Speeches of Caesar and Cato.
2. Vergil: *Aeneid* IV, VI, IX.
3. Livy: I, XXI.
4. Horace: Odes I. 2, 12, 14, 22, 35. II. 10, 15. III. 2, 3, 4, 5, 6, 24. IV. 5, 14, 15. *Carmen Saeculare*.

XXVI. *German Classics.*—*W. H. Faulkner.*

1. Luther.
2. Lessing.
3. Goethe.
4. Schiller.
5. Heine.

XXVII. *Navigation.*—*S. A. Mitchell.*

Intended specially for those who wish to give their services to help win the war by going to sea in the U. S. Merchant Marine or in the U. S. Navy.

The course will follow the general lines of a course given by Dr. Mitchell last summer in Philadelphia for the U. S. Shipping Board.

XXVIII. Professor R. C. Minor will soon prepare an Extension Bulletin on *Germany's Violation of International Law.*

This Bulletin will be sent on request to the Director of Extension.

UNIVERSITY TERM EXTENSION COURSES.

The following courses, of 30 lectures each, will be given to local organizations by the professors named, in so far as the professors have time to meet an extension class once every other week. Each course is equal in requirements to one term of a University course and to a full Summer School course. On the basis of regular attendance and satisfactory work and examination, the members of a class will receive credit toward a professional certificate.

I. The Health of the School Children and Teachers.—*W. H. Heck.*

Corresponds to the first term of Education B2 in the regular session.

This course deals with practical applications to local conditions of the hygiene of posture, nutrition, ventilation, nose and throat, ears, eyes, nervous system, and sleep, and the prevention

of contagious diseases. The last week is devoted to the hygienic organization of the teacher's life and work.

Text-books.—Terman's (a) *Hygiene of the School Child*, and (b) *Teacher's Health*, and the *Bulletins of the Virginia Board of Health*.

II. The Hygiene of School Buildings, Equipment, and Management.—*W. H. Heck.*

Corresponds to the second term of Education B2 in the regular session.

This course deals with practical applications to local conditions of the hygiene of location, lighting, ventilation, seating, teaching equipment, sanitation, and cleaning of school buildings. The latter part of the course is devoted to the length of the school session, the daily schedule, recesses, play and games, discipline, punishment, methods of instruction, and home study. Dresslar's *School Hygiene*, and parallel reading.

III. Rural School Problems (with special relation to one and two teacher schools).—*J. L. Manahan.*

This course will consider problems of rural school management, courses of study, instructional needs, methods of teaching, affiliated activities and outside interests, recreation and playgrounds, problems of organization and administration.

IV. Introductory Course in Social Psychology.—*A. G. A. Bals.*

This course will offer a survey of the psychology of group living. Instinct and emotion, suggestion and imitation, the sentiments, the development of the self, custom and tradition, and the psychology of the crowd will be the primary topics considered.

LIBRARY WAR SERVICE.

For the use of Communities the University Library will supply package libraries on the subject of the world war—

- (a) At the request of any competently organized library; or
- (b) At the request of any effectively organized centre of war study, in any community which has no library of the character mentioned in (a).

For the use of individuals the University Library will lend books to the holder of a reader's card, which may be had by depositing \$5 (which, less the amount, if any, deducted for injury to books, will be returned on request), and the payment of \$1 for the privilege for a year or less.

A BRIEF STATEMENT OF THE UNIVERSITY'S WAR SERVICE TO JANUARY 1, 1918.

The University Y. M. C. A. will contribute to the program of the University for general education in the state along patriotic lines in the following ways:

1. (a) By having classes in its night schools for the older people for instruction in war aims and the methods of aiding in carrying on the war, these classes to be conducted by students who shall have received previous instruction from University professors. Three night schools in the county are now being conducted by the Y. M. C. A.
- (b) By having classes for the instruction of the younger people who attend in the responsibilities and meaning of citizenship.
2. By sending speakers to all the centers in which it works who will address the people of those communities on patriotic subjects, thrift stamps, food conservation, Red Cross and Red Triangle work, etc.
3. By working through five medical clinics in Albemarle and Greene counties and in other clinics to be started to help relieve the pressing and increasing medical needs, and both in the regular clinical work and by occasional addresses to general audiences help educate the people to avoid disease.

4. In connection with the work which is to be done in the secondary schools throughout the state for the Honor System, to have the students visiting these schools also speak on such subjects as would serve the purposes of this patriotic program.
5. In the work of the deputations, which will go to a few towns in the winter term, to include in the program some speeches by members of the deputations on the subjects indicated above. As these deputations remain in the towns four days and reach all classes of the people the opportunity for such work will be especially good.
6. By furnishing a few selected student speakers, who may be available for speeches, to suitable centers in the state; especially in regard to the medical situation we can furnish able men for this purpose.

THE UNIVERSITY OF VIRGINIA RESERVE OFFICERS' TRAINING CORPS.

1916-1917.

Registration for this Corps was begun on April 4, 1917. The response of the students was extremely gratifying, the enrollment reaching a total of 784.

Drilling began on Monday, April 9, when all of the units, consisting of students, alumni, and faculty, in response to Colonel Cole's command, assembled on the Lawn.

1917-1918.

Registration for this Corps was begun on September 13, 1917, the enrollment reaching a total of 495.

The Summer School authorities, furthermore, have made arrangements for Red Cross Courses and courses in Medical Inspection and First Aid; courses in International Law, South American Relations, special courses in French and Spanish, and Business courses.

SPECIAL "WAR COURSES."

The Committee appointed for the organization of new College courses, which would prove attractive to students contemplating Federal service, arranged the following new courses to be offered beginning with the session 1917-1918:

- I. Meteorology. (Fall Term.)—Adjunct Professor Giles.
 - II. Physical Geography. (Winter and Spring Terms.)—Adjunct Professor Giles.
 - III. Elements of Electrical Engineering and Industrial Motors.—Professor Rodman.
 - IV. Telephony, Telegraphy and Signaling, Including Searchlights.—Professor Rodman.
 - V. Navigation.—Professor Mitchell.
 - VI. Field Astronomy.—Professor Mitchell.
 - VII. Automobiles: Their Construction and Care. (Fall Term.)—Professor Hancock.
 - VIII. Timber: Characteristics and Uses. (Spring Term.)—Professor Jones.
 - IX. Practical German.—Professor Faulkner.
 - X. Practical Spanish.—Professor Bardin.
 - XI. Political Geography.—Professor Wilson.
 - XII. Photography.—Professor Hoxton.
 - XIII. Personal Hygiene for the Soldier.—The Medical Faculty.
- In addition the following Existing courses prepare for Federal Service.

1. International Law and Diplomacy.—Adjunct Professor Rogers and Mr. Dingleline.
2. Engineering Geology. — (Fall, Winter and Spring Terms.)—Professor Watson.
3. Plane Surveying.—Professor Newcomb.
4. Topographical Drawing.—Professor Newcomb.
5. Military Tactics.—Colonel Cole.

ALUMNI.

The following table shows the result of an inquiry to the alumni in regard to war material they are willing to turn over to the United States.

Equipment Offered.

Automobiles	544
Factories	49
Horses	1553
Motor-boats	23
Motor-cycles	3
Motor-trucks	49
Wireless	1

NATIONAL SERVICE.

1. There have been organized at the University of Virginia two Ambulance Units for the Reserve Medical Corps of U. S. Army. The officially accepted enlistments in these units are as follows:

Students	49
Alumni	11
Others	6
Still to be examined.....	6
Probable total.....	72

The University has organized a complete Hospital Unit (Base Hospital 41), which was accepted by the Government. The sum of \$60,000 was donated by the Grand Lodge of the B. P. O. E. to pay for the equipment. The Hospital consists of

Doctors	24
Registered Nurses.....	100
Enlisted Personnel.....	153

The Unit expects to sail for France early in the year.

2. For the State of Virginia, the Virginia Geological Survey through the State Geologist, who is also the Corcoran Professor of Geology at the University of Virginia, is coöperating with the National Research Council on materials for rapid highway and railroad construction behind the front, and in water supply, drainage, and camp sites. This information is for the use of the War department.

The Virginia Geological Survey is also coöperating with the Federal Survey in search for available sources of such minor metals and other mineral resources as the United States now

finds it necessary to import. Virginia has long been an important producer of a number of these minerals, and in several it ranks first among the producing states.

3. As a further illustration of scientific helpfulness thirty-two students of the advanced courses in Chemistry were accepted for the Industrial Reserve in Chemistry.

4. President Alderman, who is a member of the Advisory Committee of the Educational Section of the National Defense Board, and the several members of the General Faculty are desirous of employing their resources in coöperating with the Society for National Research.

STATISTICAL TABLES.

1916-1917.

Number of students enrolled in the Reserve Officers' Training Corps at the University of Virginia.....	784
Faculty Platoon.....	24
Number of students recommended for admission to Reserve Officers' Training Camps.....	182
Number students accepted at Fort Myer.....	33
Members of Faculty accepted at Fort Myer.....	1
Number students accepted at Fort Oglethorpe.....	10
Number students accepted at Fort McPherson.....	1
Number students accepted at Fort Sheridan.....	1
Total	46

1917-1918.

Number of students enrolled in the Reserve Officers' Training Corps at the University of Virginia.....	495
Number of students recommended for admission to 3rd Reserve Officers' Training Camps.....	20
The figures understate the number of University of Virginia students at the various Training Camps, as complete lists are unavailable at this time.	

1916-1917.

Number of students accepted for Industrial Reserve in Chemistry	32
Number Faculty accepted for Industrial Reserve in Chemistry..	2

Students who left the University in 1916-17 to engage in various forms of National Service are as follows:

RESERVE MEDICAL CORPS U. S. ARMY.

Ambulance Units.....	49	U. S. Marine Corps	3
Agriculture	40	Naval Construction	2
National Guards	9	Training Camps Y. M. C. A..	2
Naval Reserves	8	Geological Work for U. S.	
Coast Patrol	8	Government	2
Munitions	8	Quartermaster's Reserve	1
Ambulance Corps in France..	8	Coast Artillery	1
Aviation Corps	6	Position with Virginia Com-	
U. S. Navy	6	mittee on National Defense.	1
U. S. Army	3	Radio Engineer	1

ANALYSIS OF THE RECORDS OF UNIVERSITY OF VIRGINIA
ALUMNI IN WAR SERVICE.*

Colonels in Medical Corps.		Privates.	
U. S. A.....		Marines	8
Total	13	Navy	38
(This is the highest rank		Army	117
in the Corps, Univ. of			<hr/>
Penn., next in numbers,		Total	168
has only 6.)		Ambulance Corps (Army)...	
Majors.		Total	72
Medical Corps	8	Lieut.-Colonels in Medical	
Marines	2	Corps, U. S. A.....	
Army	14	Total	4
Total	<hr/> 24	Captains.	
1st Lieutenants.		Medical Corps	6
Medical Corps	18	Marines	4
Marines	5	Army	76
Navy	6	Total	<hr/> 85
Army	215	2nd Lieutenants.	
In Foreign Armies	6	Marines	2
Total	<hr/> 253	Army	51
Sergeants in Army		In Foreign Armies	1
Total	24	Total	<hr/> 54

*These figures are very incomplete; they show what can be gotten from the existing records, which are only about one-half analysed.

Corporals in Army		Army and U. S. P. H. S....	138
Total	13		
Ensigns in Navy		Total	192
Total	5	Unclassified Alumni, known	
Paymasters in Navy		to be in service, but whose	
Total	4	rank, branch, etc., is un-	
Assistant Paymasters in Navy		known	
Total	3	Total	295
Hospitals: Army, Navy and		Civilians doing work con-	
Base Hospitals		nected with the war (Ex-	
Total	32	emption Boards, Councils	
Aviators		of Defense, Red Cross, etc.)	
Total	47	Total	44
Unclassified members of Med-		Men in Foreign Armies, not	
ical Services, most of		known to be officers.	
whom are known to be		British Army	6
officers.		French Army	7
Marines	5	Total	13
Navy	41	Chaplains	
Civil	8	Total	2
Total number of Alumni in service so far accounted for.....	1340		

A large number of students have withdrawn from the University this session to go into various branches of the service. Their records have not yet been reached in our classification. The number of alumni in service is estimated to be between 2,000 and 2,500.

FACULTY PUBLICATIONS ON THE WAR.

Attention may also be called to important publications by Virginia professors dealing with the war. President Alderman's much discussed addresses on "The Causes of the European War" and "Can a Democracy Be Organized" have been reprinted and have attracted wide attention. "America's Case against Germany," by Dr. Lindsay Rogers, Adjunct Professor of Political Science (N. Y., E. P. Dutton & Co.) was recommended by the National Security League for reading by every citizen who was anxious to be informed on the reasons for American participation. Dr. R. H. Dabney, dean of the Graduate School, and Professor Rogers have made a number of important contributions to the N. Y. *Times*.

SOME BOOKS ON THE WAR AND THE PEACE.

The following bibliography of books on various phases of the world war and America's concern in it is not intended to be exhaustive but simply to indicate the material easily accessible and in most cases inexpensive, an examination of which will enable the reader to form an independent judgment on the issues involved. Titles are given only of books which can be secured in the United States and references are omitted to the vast amount of material which has appeared in England and France and which is, unfortunately, not quickly and inexpensively obtainable in the United States.

More complete lists than those given below have appeared in many forms. The *New York Times Book Review*, at intervals of a few months, publishes complete bibliographies of war literature. All American publications can be traced through the *Cumulative Book Index* and *Readers' Guide to Periodical Literature* issued serially by the H. W. Wilson Company, New York City. The same firm sells a pamphlet, "Best Books on the War: An Annotated List," for 25 cents, and the Library of Congress has issued "Europe and International Politics" (Washington: Superintendent of Public Documents, 15 cents) which contains references to all the books and articles dealing with the historical background. In England, the Council for the Study of International Relations, the Central Committee for National Patriotic Organizations, and private firms have issued lists which approach exhaustiveness.

Much material on the war can be secured at slight cost and in many cases with no charge at all. The George H. Doran Company has brought out many pamphlets, by English authors, setting forth England's case, which have been widely circulated in the United States and can be secured at a few cents each. The American Association for International Conciliation, in its monthly pamphlets, has published most of the diplomatic correspondence concerning the outbreak of the war, many of the more important parliamentary speeches, and the first exchanges in the correspondence between the United States and Germany and the United States and England over infringements of neutral rights. These can be secured with-

out charge although at present postal regulations require the payment of a nominal fee (25 cents) for a year's subscription to the pamphlet, *International Conciliation*, which appears monthly (Sub-station 84, New York City).

The same may be said of *A League of Nations*, the little magazine now issued by the World Peace Foundation (40 Mt. Vernon St., Boston Mass.) Earlier pamphlets issued by the Foundation contained much of the diplomatic correspondence and several extremely valuable articles and documents on the programme of the League to Enforce Peace. The October, 1917 issue of *A League of Nations*, published statements of "What We Are Fighting For" by President Wilson, ex-President Taft, and President Lowell, of Harvard, a history of the efforts made by the United States to substitute arbitration for war, and an excellent list of books on the war and the peace, none however, relating to the entrance of the United States.*

Special attention should be directed to *Current History*, issued monthly by the *New York Times* since the beginning of the war, and a veritable mine of information concerning military operations, responsibility for the war, diplomatic documents, speeches, and articles by authorities which have appeared in the more important reviews in this country and Europe. *Current History* is in a great many respects the most valuable publication dealing with the war that has yet appeared.

By executive order of the President (April 14, 1917) the Committee on Public Information was organized and has performed a very useful service in issuing pamphlets dealing with various phases of the entrance of the United States into the war. The Committee distributes free, except as noted, the following publications:

I. Red, White, and Blue Series:

- No. 1. How the War Came to America (English, German, Polish, Bohemian, Italian, Spanish, and Swedish).
- No. 2. National Service Handbook (primarily for libraries, schools, Y. M. C. A.'s, clubs, fraternal organizations, etc., as a guide and reference work on all forms of war activity, civil, charitable, and military).

*This list, which appeared originally in the *Journal of Race Development* (July, 1917), has frequently been quoted in the following suggestions.

No. 3. The Battle Line of Democracy. Prose and Poetry of the Great War. Sold at cost. Price, 15 cents.

No. 4. The President's Flag Day Speech with Evidence of Germany's Plans.

Other issues in preparation.

II. War Information Series:

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

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

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

No. 4. The Great War: from Spectator to Participant, by Prof. A. C. McLaughlin.

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

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

No. 7. Amerikanische Bürgertreue. A translation of No. 6.

No. 8. American Interest in Popular Government Abroad, by Prof. E. B. Greene.

No. 9. Home Reading Course for Citizen-Soldiers.

No. 10. First Session of the War Congress, by Charles Merz.

Other issues will appear shortly.

III. Official Bulletin:

Accurate daily statement of what all agencies of government are doing in war times. Sent free to newspapers and postmasters (to be put on bulletin boards). Subscription price \$5 per year.

Requests and orders should be addressed to The Committee on Public Information, Washington, D. C.

THE HISTORICAL BACKGROUND.

Cramb, J. A. *Germany and England*. (N. Y., Dutton, 1914. \$1.00.)

Constituted a trumpet call to the people of Great Britain to arm for the inevitable conflict.

Fullerton, W. M. *Problems of Power*. (N. Y., Scribner, 1913. \$2.00.)

Gibbons, Herbert Adams. *The New Map of Europe (1911-1914); The Story of the Recent Diplomatic Crises and Wars and of Europe's Present Catastrophe*. (N. Y., Century Co., 1914. \$2.00.)

An excellent history of the recent international complications which finally brought about the present war. Valuable information regarding the racial, economic, and social factors which must be taken into consideration in making the new map of Europe.

Hazen, Charles D. *Europe Since 1815*. (N. Y., Holt, 1913.)

An excellent text-book with bibliographical notes.

Oxford Faculty of History. *Why We Are at War: Britain's Case*. (N. Y., Oxford University Press, 1914.)

A good, short account of the obligation on England by reason of the treaty of guaranteeing Belgium's neutrality.

- Rose, John Holland. *The Origins of the War*. (N. Y., Putnam, 1915. \$1.00.)
A short account by the well-known authority on Napoleon and modern European history.
- Seton-Watson, R. W., and others. *The War and Democracy*. (N. Y., Macmillan, 1915. \$.80.)
An almost indispensable "guide to the study of the underlying causes and issues of the war."
- Schmitt, B. F. *England and Germany, 1740-1914*. (Princeton, Princeton University Press, 1916.)
An explanation of the cause of the present war ably presented by a Rhodes scholar, well qualified by extensive study and travel.
- Seymour, Charles. *The Diplomatic Background of the War*. (New Haven, Yale University Press, 1916.)
The war of 1914 was caused by the attempt of William II to reassert his prestige in European world affairs.
(All the *Encyclopædia Britannica* articles on the history of the belligerent states are very valuable.)

THE OUTBREAK OF THE WAR.

- Alderman, Edwin A. *The Causes of the European War*. (Charlottesville, University of Virginia *Alumni Bulletin*, 1916).
A reprint of a widely discussed address by the President of the University of Virginia.
- Beck, James M. *The Evidence in the Case*. (N. Y., Putnam, 1914. \$1.00.)
Searching analysis of the responsibility for the European War.
- Bullard, Arthur. *The Diplomacy of the Great War*. (N. Y., The Macmillan Company, 1916. \$1.50.)
- Stowell, Ellery C. *The Diplomacy of the War of 1914*. (Boston, Houghton, 1915. \$5.00.)
An invaluable examination of the published correspondence of each belligerent and a consideration, by an authority, of the legal duty on England and Germany with regard to Belgium.

COLLECTIONS OF DOCUMENTS.

- American Association for International Conciliation. *International Conciliation*. Nos. 83-90, 94-96, 101-104, 110, 111, 114; N. Y., the Association, 1914-1917.)
Very convenient and valuable.
- Collected Diplomatic Documents Relating to the Outbreak of the European War*. (N. Y., Doran, 1915. \$1.00.)
Official publications of the belligerent countries.

Fess, Simon D., (compiler). *The Problems of Neutrality When the World Is at War.* (House Documents, 64th Congress, 2d Session, No. 2111: Washington, Government Printing Office.)

Can be secured by purchase through the Superintendent of Documents, Washington, or free through a congressman or senator.

GERMAN METHODS OF WARFARE.

Bland, J. O. P. (editor). *Germany's Violations of the Laws of War, 1914-15, compiled under the auspices of the French Ministry of Foreign Affairs and with facsimiles of documents.* (N. Y., Putnam, 1915).

Shows, in many cases by quotations from the diaries of German soldiers, the persistent and systematic violation of the Geneva and Hague Conventions.

Bryce, James, viscount. *Report of the Committee on Alleged German Outrages.* (N. Y., Macmillan, 1915.)

A presentation of some of the evidence and a summary of the findings.

Morgan, John H. (editor). *The War Book of the German General Staff.* N. Y., McBride, Nast, 1915. \$1.00.)

This text shows the German policy of frightfulness to be officially condoned and encouraged.

Morgan, John H. (editor). *German Atrocities: An Official Investigation.* (N. Y., Dutton, 1916. \$1.00.)

First hand evidence collected by the editor.

Rogers, Lindsay. *America's Case against Germany.* (N. Y., Dutton, 1917. \$1.50.)

A narrative of the submarine outrages with a demonstration of the illegality of Germany's contentions by a professor in the University of Virginia.

Toynbee, Arnold J. *The German Terror in Belgium: An Historical Record.* (N. Y., Doran, 1917.)

An ordered account of the terrible crimes committed by the German armies in Belgium.

Toynbee, Arnold J. *The German Terror in France.* (N. Y., Doran, 1917.)

A continuation of the preceding account but with reference to France.

Toynbee, Arnold J. *Armenian Atrocities: The Murder of a Nation.* (N. Y., Dutton, 1916. \$.25.)

The story of the massacres in Armenia and German responsibility therefor.

THE GERMAN MENACE.

Anonymous. *I Accuse.* (N. Y., Doran, 1915. \$1.50.)

An arraignment of Germany by a German of the German War party.

- Archer, William. *Gems of German Thought*. (N. Y., Doubleday, Page, 1917. \$1.25.)
A collection of utterances showing the menace of Germany to the world.
- Bernhardi, Friedrich von. *Germany and the Next War*. (N. Y., Longmans, 1912. \$75.)
An illuminating self-revelation of a German bureaucratic military mind.
- Bülow, Bernhard Heinrich Martin Karl, fürst von. *Imperial Germany*. (N. Y., Dodd, Mead, 1917. \$2.00.)
Germany's own defense of her foreign policy for the last forty years written by a former Imperial Chancellor.
- Chéradame, André. *The Pan-German Plot Unmasked*. (N. Y., Scribner, 1917. \$1.25.)
Germany's dreams of world empire set forth with startling clearness by the author of the much discussed *Atlantic Monthly* articles on the same theme.
- Naumann, Frederick. *MittelEuropa*. (N. Y., Knopf, 1917. \$3.)
A frank statement of German political aspirations.
- Oliver, Frederick Scott. *Ordeal by Battle*. (N. Y., Macmillan, 1915, \$1.50.)
One of the best and most complete presentations of the case against Germany.
- Out of Their Own Mouths*. (N. Y., Appleton, 1917. \$1.00.)
A collection of the utterances of German statesmen, scholars, and publicists, illustrating the spirit of German leaders, their standards of international conduct, and their aims in the war.
- Princeton Professors. *The World Peril*. (Princeton, Princeton University Press, 1917. \$1.00.)
- Reventlow, Ernst zu graf. *The Vampire of the Continent*. (N. Y., Jackson Press, 1917.)
From the hand of one of the most prominent pan-Germanists, the editor of the *Berliner Tageblatt*. England is pictured as the "vampire" of civilization.
- Waldstein, Sir Charles. *What Germany Is Fighting for*. (N. Y., Longmans, 1917. \$60.)
A critical examination of the war aims of the belligerents.

THE ENTRANCE OF THE UNITED STATES.

- Beck, James M. *The War and Humanity*. (N. Y., Putnam, 1917. \$1.50.)
America's interest in the war.
- Rogers, Lindsay. *America's Case against Germany*. (N. Y., Dutton, 1917. \$1.50.)
A full, untechnical explanation of the legal grounds on which the

United States declared war with some consideration as well of America's moral case against Germany.

Wilson, Woodrow. *Why We Are at War*. (N. Y., Harper, 1917. \$1.50.)

The President's views on the war.

THE TERMS OF PEACE.

"Cosmos." *The Basis of Durable Peace*. (N. Y., Scribner, 1917. \$40.)

A series of articles on the terms of peace contributed to the *New York Times*, "from a source," the editors state, "the competency and authority of which would be recognized in both hemispheres."

Headlam, James W. *The Issue*. (Boston, Houghton, 1917. \$1.00.)

A clear statement of the menacing character of Germany's war-aims, in case of a "German Peace."

Headlam, James W. *The Peace Terms of the Allies*. (N. Y., Doran, 1917. \$0.5.)

A discussion of the December (1916) peace overtures.

MILITARY HISTORY.

Belloc, Hilaire. *The Elements of the Great War*. (N. Y., Hearst's International Library Co., 1915. Vol. I, The First Phase. Vol. 2, The Second Phase: The Battle of the Marne. \$1.50 each.)

By a brilliant writer who has served in the French army.

Buchan, John. *Nelson's History of the War*. (N. Y., Nelson, 1914-1917. \$50.)

A readable history of which seventeen volumes have thus far appeared.

Chevillon, André. *England and the War*. (N. Y., Doubleday Page, 1917. \$1.25.)

Simonds, Frank H. *The Great War: The First Phase (from the Assassination of the Archduke to the Fall of Antwerp)*. (N. Y., Kennerley, 1914. \$1.50.)

Simonds, Frank H. *They Shall Not Pass*. (N. Y., Dodd, 1916. \$1.50.)

Simonds, Frank H. *Three Years of the Great War*. (N. Y., N. Y. Tribune, 1917. \$25.)

Three interesting studies by the most widely read American military critic.

PERSONAL EXPERIENCES AND FICTION.

Cholmondely, Alice. *Christine*. (N. Y., Macmillan, 1917. \$1.50.)

Gerard, James W. *My Four Years in Germany*. (N. Y., Doran, 1917. \$2.00.)

Hall, James Norman. *Kitchener's Mob*. (Boston, Houghton Mifflin, 1916.)

A series of articles which appeared in the *Atlantic Monthly*

- Hankey, Donald. *A Student in Arms*. (N. Y., Dutton, 1917. \$1.50.)
Speculative rather than descriptive.
- Hunt, Edward Eyre. *War Bread: A Personal Narrative of the War and Relief in Belgium*. (N. Y., Holt, 1916.)
- Kriesler, Fritz. *Four Weeks in the Trenches*. (Boston, Houghton, Mifflin, 1915.)
- LaMotte, Ellen N. *The Backwash of War*. (N. Y., Putnam, 1916.)
A series of short stories of scenes and incidents "in a French military field hospital."
- McConnell, J. R. *Flying for France*. (N. Y., Doubleday, Page, 1916. \$1.00.)
The experiences of a Virginia alumnus who gave his life for France.
- Morlae, Edward. *A Soldier of the Legion*. (Boston, Houghton Mifflin, 1916.)
- Palmer, Frederick. *My Year of the Great War*. (N. Y., Dodd, 1915.)
Palmer was the only official representative of the American press with the British army in France.
- Palmer, Frederick. *My Second Year of the War*. (N. Y., Dodd, 1917.)
The book also shows, in a purely military way, what England has accomplished.
- Wells, Herbert G. *Mr. Britling Sees It Through*. (N. Y., Macmillan, 1916. \$1.60.)
Perhaps the most discussed novel of the war.
- Wood, Eric Fisher. *The Note Book of an Attaché*. (N. Y., Century, 1915.)
- Wood, Eric Fisher. *The Note Book of an Intelligence Officer*. (N. Y., Century, 1917.)

A LEAGUE OF NATIONS.

- Brailsford, Henry Noel. *A League of Nations*. (N. Y., Macmillan, 1917. \$1.75.)
The most suggestive book on this subject although it deals mildly with Germany's crimes.
- Buxton, Charles R. (editor). *Toward a Lasting Settlement*. (N. Y., Macmillan, 1916. \$1.25.)
- Dickinson, G. Lowes. *The Choice before U. S.* (N. Y., Dodd, Mead, 1917. \$2.00.)
A collection of essays on various phases of the settlement.
- Goldsmith, Robert. *A League to Enforce Peace*. With a special introduction by President A. Lawrence Lowell. (N. Y., Macmillan, 1917. \$1.50.)
An authoritative statement of the proposals put forth by the League; a clear and sympathetic outline of the plans of the League, showing how the intelligence of the world may be so directed and organized as to render future wars less likely.

Hobson, John Atkinson. *Towards International Government*. (N. Y., Macmillan, 1915. \$1.25.)

States and discusses the chief proposals for securing a durable peace on a basis of better international relations after this war has been brought to an end and terms of settlement have been arranged.

La Fontaine, Henri. *The Great Solution, Magnissima Charta*. (Boston, World Peace Foundation, 1916.)

The League Bulletin, issued weekly by the League to Enforce Peace. (N. Y., League to Enforce Peace, 1917—4 p. per number.)

"A medium for the news and propaganda of the League." The first printed number is dated June 8, 1917, and is No. 38 of a series which was previously issued only to officers and branches of the organization.

Woolf, Leonard S. (editor). *International Government*. Two reports, prepared for the Fabian Research Department with an introduction by George Bernard Shaw together with a project by a Fabian Committee for a supernatural authority that will prevent war. (N. Y., Brentano's, 1916. \$2.00.)

An excellent study of the problem of international organization with a concrete scheme to preserve peace in the future.

BOOKS RECOMMENDED BY THE NATIONAL SECURITY LEAGUE.

The purchase of all the books indicated above would probably entail too great an expense for most communities, so attention may be drawn to the following select list of authorities suitable for private collections and small public libraries recommended by the Committee on Patriotism through Education of the National Security League. Taking the price into consideration, it is probably the best suggestion for purchases that will cover all phases of the struggle and not be too expensive. The comments on the titles, most of which have appeared in the lists above, are taken from the "Handbook of the War for Public Speakers" issued by the National Security League (31 Pine Street, New York City), and itself a very valuable compendium of information on the war (25 cents).

A—A Ten Dollar List.

American Association for International Conciliation. *International Conciliation*. Nos. 83-114 passim. (N. Y., Am. Assoc. for Int. Con.) Substation 84, free on application.

Very convenient set of the documents issued by the various countries at the outbreak of the war.

- Beck, James M. *The War and Humanity*. (2d ed., N. Y., Putnam, 1917. \$1.50.)
On America's concern in the war.
- Bernhardi, Frederick von. *Germany and the Next War*. (N. Y., authorized Am. translation, Longmans, 1912. \$.75.)
By the chief exponent of the philosophy of Prussian militarism, a general who has had a command in the European war.
- Chéradame, André. *The Pan-German Plot Unmasked*. (N. Y., Scribner, 1917. \$1.25.)
On Germany's war aims and the menace of a German peace.
- Hart, Albert Bushnell, (editor). *America at War*. For speakers, writers, and readers. (N. Y., Appleton's, 1918. \$1.50.)
Companion volume to the *Handbook*: analysis of the war; abundant classified references; full and comprehensive extracts from speeches, documents, articles, and books.
- Meyer, H. H. B. (compiler). *United States in War; Organization and Literature*. (Wash. Gov't. Printing Office, 1917.) Free on application to Library of Congress.
A very useful pamphlet giving condensed information concerning the organization and activities of the various bodies, governmental and other, which the war has called into existence, with other material on the war.
- Morgan, John H. *German Atrocities: An Official Investigation*. (N. Y., Dutton, 1916. \$1.00.)
By the professor of constitutional law in the University of London. Based upon Belgian, French, British, and especially German, official documents.
- National Security League. *Patriotism Through Education Series*. (N. Y., National Security League, 31 Pine Street, 1917—free to members of the League on application.)
- Toynbee, Arnold Joseph. *Armenian Atrocities; the Murder of a Nation*. (N. Y., Dutton. \$.25.)
Brief but authoritative account of the massacres in Armenia, and of the relation of German officials thereto.
- U. S. Committee on Public Information. *How the War Came to America*. (Washington, June 15, 1917; free on application.) "Red, white, and blue" pamphlet.
- Vischer, Ch. de. *Belgium's Case: A Juridical Enquiry*. (N. Y., George H. Doran Company, 1916. \$1.25.)
A careful review of the German occupancy and oppression of Belgium and of the moral and legal aspects of Germany's violation of Belgian neutrality.
- Wilson, Woodrow. *Why We Are at War*. (N. Y., Harper, 1917. \$.50.)
A convenient collection of the President's speeches and messages.



- Wood, Leonard. *Our Military History; Its Facts and Fallacies*. (Chicago, Reilly & Britton, 1916. \$1.00.)
Brief account of the difficulties and sacrifices of volunteer armies.

B—A Twenty-five Dollar List.

The foregoing ten-dollar list of books, together with the following:

- Archer, William. *Gems of German Thought*. (N. Y., Doubleday, Page, 1917. \$1.25.)
- Beck, James M. *The Evidence in the Case*. (N. Y., Putnam, 1914. \$1.00.)
Searching analysis of the responsibility for the European war, by an eminent lawyer, formerly assistant attorney-general of the United States.
- Beith, John Hay. (Ian Hay, pseud.). *Getting Together*. (Garden City, Doubleday, Page, 1917. \$.50.)
- Cobb, Irvin S. "*Speaking of Prussians*." (N. Y., Doran, 1917. \$.50.)
- Dawson, Wm. H. *What is the Matter with Germany?* (London, Longmans, 1915. \$1.00.)
By a writer who has long interested himself in German affairs.
- Hart, Albert Bushnell. *The War in Europe, Its Causes and Results*. (N. Y., Appleton, 1914. \$1.00.)
A brief account of the war and the interest of the United States.
- Headlam, James W. *The Issue*. (Boston, Houghton, 1917. \$1.00.)
Germany's war aims in case of a "German peace."
- Holmes, Edmond. *The Nemesis of Docility*. (N. Y., Dutton, 1916. \$1.75.)
An acute study of the psychology of the German character.
- O'Brien, Charles. *Food Preparedness for the United States*. (Boston, Little, Brown, 1917. \$.60.)
- Rinehart, Mary Roberts. *The Altar of Freedom*. (Boston, Houghton, Mifflin, 1917. \$.50.)
An appeal to American mothers, by one of them.
- Rogers, Lindsay. *America's Case against Germany*. (N. Y., Dutton, 1917. \$1.50.)
An untechnical presentation of the legal aspect of America's case, and a review of the diplomatic correspondence, with citations of the principal passages.
- Stowell, Ellery C. *The Diplomacy of the War of 1914. The Beginnings of the War*. (Boston, Houghton, Mifflin, 1915. \$5.00.)
Careful review and analysis by an expert in international affairs.

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