

War Propaganda Cum Laude

Today, as twenty-two years ago, the academic groves resound with bloodthirsty lectures as the professors do their bit to prepare the veterans of future wars.

TWENTY-ONE years ago 180,000 college men killed and were killed abroad in the service of American imperialism. At home in five hundred colleges and universities another 150,000 khaki-clad young men practiced bayoneting, studied field maneuvers, learned to hate the Hun, slept in barracks and ate at a common mess on campuses transformed into military training camps.

Twenty-one years is just time enough for a new generation of fighting men to be born and raised. And time enough to forget what happened before. Today, in a crisis so dangerously like 1914-18, American students are again threatened with loss of learning and of life. On every campus, in every classroom, no question demands answer so urgently as what stand students shall take on the war now rolling over Europe and reaching out to America.

The answer the colleges gave in the last war was a shameful one. At the first roll of the drums and toot of the trumpets the liberalism of the universities expired with the wheeze of a drunk collapsing over a fireplug. The Great Scholar in the White House proclaimed war in April of 1917, and in May 150 representatives of the leading American colleges and universities picked up their gowns and hotfooted it to Washington for a conference called by President Godfrey of Drexel Institute. It was a nice war, the prexies said, and they were sacrificial enough to change their courses of study and even the calendar year to suit the nation's needs. "This conference was of the utmost value in uniting, solidifying, and energizing college sentiment respecting the seriousness of the condition and the rights and duties of the higher institutions of learning in the prosecution of the war," reads one historian's judgment of the occasion.

PENS INTO RIFLES

They were off. For the mortarboard the overseas cap, for the gown the khaki uniform, and for the pen the rifle. The government wasn't blind to their usefulness. Eloquence and idealism are as necessary in wartime as brass bands. The ex-college president running the show appointed George Creel his propaganda minister and Mr. Creel marshaled battalions of brains at every possible vantage point.

It wasn't hard to regiment the professors and get them to regiment their students. Since the outbreak of the war in 1914 the British Foreign Office had been shipping over dozens of such distinguished propagandists as James M. Barrie and John Masefield "to meet people connected with the universities and explain the British case as regards this war and our point of view of the issues involved." And two years later it could be reported back

to London that "practically every professor of every faculty has received private packets of literature in his own language."

Properly conditioned for his role, Guy Stanton Ford, dean of the graduate school at the University of Minnesota, wrote an open letter to school principals in the spring of 1917 asking them to use coming high school commencements "for patriotic purposes." George Creel saw that letter, liked its author's initiative, and forthwith appointed the willing dean

to a \$5,200 job as director of the Division of Civic and Educational Cooperation of the Committee on Public Information.

BARRAGE OF WORDS

It was a stupendous job in "popular scholarship" that Dean Ford (still at Minnesota) did. His men put out 75,000,000 pieces of literature aimed at converting people of all kinds to support of the "war to end all wars." At a cost of \$570,000, everything from leaflets



Bachelor of Atrocities

IN the vicious guttural language of Kultur, the degree A. B. means Bachelor of Atrocities. Are you going to let the Prussian Python strike at your Alma Mater, as it struck at the University of Louvain?

The Hohenzollern fang strikes at every element of decency and culture and taste that your college stands for. It leaves a track so terrible that only whispered fragments may be recounted. It has ripped all the world-old romance out of war, and reduced it to the dead, black depths of muck, and hate, and bitterness.

You may soon be called to fight. But you are called upon right now to buy Liberty Bonds. You are called upon to economize in every way. It is sometimes

harder to live nobly than to die nobly. The supreme sacrifice of life may come easier than the petty sacrifices of comforts and luxuries. You are called to exercise stern self-discipline. Upon this the Allied Success depends.

Set aside every possible dollar for the purchase of Liberty Bonds. Do it relentlessly. Kill every wasteful impulse, that America may live. Every bond you buy fires point-blank at Prussian Terrorism.

BUY U. S. GOVERNMENT BONDS FOURTH LIBERTY LOAN

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United States Gov't Comm. on Public Information

This space contributed for the Winning of the War by
A. T. SKERRY, '24, and CYRILLE CARREAU, '04.

"APPEAL TO REASON." Contributed to NYU "Alumni News" by two graduates. The hysterical tone was cleverly calculated to make the old grads feel subscribing to the Liberty Loan was even more crucial than winning the NYU-Fordham game.

to an elaborate *War Cyclopaedia* and heavily annotated works of research poured out of the division's scholarly sluices to drown the country in a sea of chauvinism.

The names of the most noted educators were signed to these perversions of the truth. Editors of the *War Cyclopaedia*, which circulated in 200,000 copies, were Frederic Paxson of Wisconsin, Edward S. Corwin of Princeton, and Samuel B. Harding of Indiana. Among the fifty other contributors to this ready reference book intended to remove all possible doubt as to who really started the war were Carl Becker of Cornell, Sidney B. Fay of Harvard and Charles A. Beard of Columbia. Professor Beard in his zeal led a delegation of the Columbia faculty consisting of himself, H. B. Mitchell, and Walter B. (*Life Begins at Forty*) Pitkin to Washington to "show Congress the pacifists do not represent the American people."

Dean Ford's division drummed up legions of professors to write pamphlets in special series he edited. Some of the university people who bound their brains in khaki for Uncle Sam: John J. Coss of Columbia, William Stearns Davis of Minnesota, Henry W. Farnum of Yale, Christine Ladd Franklin of Columbia, Christian Gauss, now dean of Princeton, Douglas W. Johnson, Evarts B. Greene and Charles D. Hazen now at Columbia, William H. Hobbs of Michigan, Vernon L. Kellogg of Stanford, Benjamin Brooks of Pittsburgh, Joseph Jastrow of Wisconsin, Andrew C. McLaughlin, now emeritus at Chicago, Dana Carleton Munro of Princeton, George C. Sellery, now dean at Wisconsin, August C. Krey, also of Wisconsin, George Winfield Scott of Columbia, James W. Garner, now at Illinois, James Searson of Kansas, John S. P. Tatlock, now at California, Talcott Williams of Columbia, Wallace Notestein, now of Yale, Elmer Stoll, now of Minnesota, and Stuart P. Sherman, noted literature scholar, who quoted Cicero and Milton to prove the purity of Allied ideals.

SCHOLARS ON THE MARCH

Some universities organized propaganda for war in a splendidly systematic fashion, offering whole divisions of scholars to the government, as can be seen from the list above, or carrying on on their own. The University of Chicago, for instance, was proud to have Profs. H. P. Judson, A. W. Small, A. C. McLaughlin, C. H. Judd, Conyers Read, and Edith Abbott write eight special war pamphlets. At Wisconsin, posing as patriots and military experts, C. E. Allen, M. S. Slaughter, E. B. McGilvary, W. A. Scott, E. B. Van Vleck, C. S. Slichter, George Wagner, and W. L. Westermann wrote a number of essays on the causes and issues of the war. Of that faculty of six hundred professors and instructors, only three went on record as opposed to the war. One was expelled for a wisecrack about a Liberty Loan button.

The most intellectual of the intellectuals

were glad to enlist for the hack work. Josiah Royce, a noble name in American philosophy, marched forth righteously from his sanctum at Harvard to deliver an address in Tremont Temple on "The Duties of Americans in the Present War." That was Jan. 30, 1916, more than a year before we entered the war. Professor Royce became the philosophical mentor of the Citizens League for America and the Allies, formed in Boston. Other members were Richard Cabot of the Medical School at Harvard, William Ernest Hocking and Ralph Barton Perry of Harvard's philosophy department, Arthur Stanwood Pier of the English department, and Leo Wiener, of Slavonic literature.

Philosophy followed the dollar-signed flag. John Dewey at Columbia, Morris R. Cohen at New York's City College (now at Chicago), Arthur O. Lovejoy at Johns Hopkins, George Santayana at Harvard—all these philosophers wove straitjackets for the minds of the American people.

"A GIFT TO THE NATION"

The War Department and Creel's Committee on Public Information employed many professors directly in the government service. But there were hundreds of others on university faculties who did not wait for the official call before joining their voices to the obscene chorus of war. It was only two years before, in 1914, that the country's professors had recoiled in horror from the famous manifesto of their ninety-three German colleagues in defense of the kaiser's war. How could the liberal mind defend war? But in 1916-17 the campus intellectuals found reasons for imposing military service on the United States. War was healthy. War was regenerating. War was good.

And so overnight, in the echo of Wilson's war proclamation, the professors set up all kinds of organizations. Dean McClellan of the University of Pennsylvania founded and became the chief officer of the Intercollegiate Intelligence Bureau, established to assign places in the government service to college men and women. Secretary of War Newton Baker called it "a gift to the nation, a gift of preparedness, alike for service in war and in peace."

The National Advisory Committee for Aeronautics, though only partly academic in constitution, was controlled by six outstanding colleges: Massachusetts Institute of Technology, Cornell, Ohio State, the University of Texas, University of Illinois, and University of California. In and through these schools about eighteen hundred aviators a month were trained. "As aviation is primarily a scientific work it was fitting that those following this art should be trained in schools of science"—thus the rationale was prepared.

To give the War Department a hand in its work Prof. Walter Dill Scott of Northwestern organized a Committee on the Classification of Personnel in the Army. It classified men of draft age and condition on the basis of education and other, allied qualities. Pro-

fessor Scott impressed on governmental authorities the value of scientific training as a military factor and boosted the scientific schools as training grounds for officers.

Fifteen of the foremost educational associations got together in the American Council on Education to:

... place the educational resources of the country more completely at the service of the national government and its departments, to the end that, through an understanding cooperation, the patriotic services of the public schools, colleges, and universities may be augmented; that a continuous supply of educated men may be maintained; and greater effectiveness in meeting the educational problems arising during and following the war may be secured.

This Grand Council had charge of the publicity campaign for the Students Army Training Corps. It distributed a great amount of literature and carried on heavy correspondence. Its services were incalculable.

As "an agency of higher military education," the august Academy of Sciences established the National Research Council. Still there was room to use more professors. The War Department founded the Committee on Education and Special Training to represent it in relations with educational institutions. Together with the schools and colleges it formulated definite plans to train skilled men for the service. This committee supervised the "War-Aims Course," required at almost every American college and university under the Students Army Training Corps. It enabled the Creel committee to turn its hysterical pamphlets into authorized textbooks for the higher branches of learning.

THE BATTLE OF BOOKS

Book companies, visualizing the enormous sales of textbooks officially forced into the schools, battled for the prize of government sanction. Dean Ford, as the top man in the academic field, was called in to referee many a textbook fight. The companies circulated rumors that a rival's product was tainted with pro-Germanism, and sought the government's aid to have it banned from the schools. Scholarship became slapstick. Such standard works of history as Robinson and Beard, Beard and Bagley, were attacked viciously. By October 1918 the War Department itself had run up a list of seventy-five books banned from the army camps. On the Index Ex-purgatorius were such names as Ambrose Bierce, Henri Barbusse, and Frank Harris.

Seeking the shortest way to mold the public mind, the government had the hearty aid of those most experienced in "educational" techniques. Early in the war the department of historical research of the Carnegie Institute called a conference that set up the National Board for Historical Service. The eminent James T. Shotwell, now of Columbia, was the first chairman, and his associates were equally brilliant jewels in the crown of American scholarship: Evarts B. Greene, Frederick J. Turner, J. Franklin Jameson, William E.