

AN OUTLINE
OF THE
HISTORICAL BACKGROUND
OF THE GREAT WAR

Prepared for the Committee
in Charge of the Course in War Issues
IN THE UNIVERSITY OF ILLINOIS

by

LAURENCE M. LARSON

PRICE TWENTY-FIVE CENTS

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PREFACE

Purpose.—By direction of the War Department, the University of Illinois is giving this year a Course on the Issues of the War for members of the Student Army Training Corps. The purpose of this course is to give the citizen soldier an intelligent appreciation of the importance for civilization of the great conflict in which he is called to take his part. This purpose can not be accomplished merely by listening to eloquent speeches; it requires serious study. With this end in view, the instruction has been organized as follows:

War Issues 1.—The first quarter will be mainly devoted to the historical background of the war, with due attention to geographic and economic, as well as political factors; the reasons for American participation will be studied in the President's addresses and elsewhere. In the second and third quarters, the ideals of the belligerent nations will be studied in their governments, their philosophies, and their literatures. This outline covers the work of the first quarter only.

Each student will attend one lecture a week and two section meetings for discussion, as indicated in the Time Table published by the Registrar's Office. The section meetings will be devoted to oral discussion and written work. In these discussions, which will be based partly on the lectures and partly on required reading, students are encouraged to ask questions freely and every effort will be made to help them in thinking out their problems.

Written and Spoken English.—Clearness and accuracy in speech and writing are essential qualities of a good officer and will be insisted upon in this course. There will be one or more short written exercises each week prepared in the class room or out of it at the discretion of the instructor. Each student will be required to keep a note-book and to take brief but orderly notes on his lectures and reading.

Books Required.—The time required for preparation will be the same as for other University courses for which three hours credit is given. For this outside study each student will need to secure the following books in addition to this outline: Holt and Chilton, *History of Europe*, McKinley, *Collected Materials on the Study of the War*; and the following pamphlets: *The War Cyclopaedia*, *Conquest and Kultur*, and *Hazen's Government of Germany*. The total cost will be about four dollars. The topics to be covered and the readings assigned are indicated in the following pages of this outline.

War Issues 2.—This is a combination of War Issues 1 with additional training in English composition based largely on topics connected with the subject matter of the course. In addition to the lecture, there will be three discussion meetings, making four hours in all and entitling the student to four hours credit.

EVARTS B. GREENE,

University of Illinois, Sept. 27, 1918.

I. GEOGRAPHICAL ASPECTS OF THE WAR.

1. **Certain prominent physical facts.**
 - a. Rivers, lakes, and mountains: important chiefly as natural defenses.
 - (1) The Seine river system: a complex of rivers cutting the region between Paris and the German frontier (the Marne, the Vesle, the Aisne, the Oise, etc.); of great importance as obstructions to German progress, especially since the Germans took the Belgian route.
 - (2) The river system of northeastern Italy; note the importance of the Piave and neighboring streams in the last Austrian offensive.
 - (3) The rivers of western Russia; note their general directions; of great importance in the Russian retreat, 1915.
 - (4) The Masurian lakes: fatal to the Russian invasion of Prussia, 1914.
 - (5) The Alps, the Carpathians, and the Vosges; note that the trench lines in the Vosges are only a dozen miles from the Rhine.
 - b. Military routes.
 - (1) The Tigris valley; the Tigris is also important as a navigable stream.
 - (2) The Vardar-Morava valley (Balkans): the route of the Teutonic advance through Serbia southward.
 - (3) The lower Danube: important in the Teutonic invasion of Rumania.
 - c. Waterways and narrow seas.
 - (1) The Dardanelles: note the effect of the closing of these straits on Russian participation in the war.
 - (2) The Suez Canal.
 - (3) Strait of Gibraltar.
 - (4) The English Channel: note that the better harbors are on the English side of the Channel.
 - (5) The Orkney route.
 - (6) The entrance to the Baltic.
 - d. The North Sea: shallow in places; extensive sandbanks; good channels near the German coast rare; Germany practically immune from invasion.
2. **Economic factors.** -See Collected Materials, 90.
 - a. Coal fields of Germany and Austria.
 - b. Iron mines of Germany and Austria; note the fact that Germany has also had access to the iron products of Sweden.
 - c. Oil fields of Galicia, Rumania and the Caucasus.
 - d. Wheat fields of Hungary and southern Russia.
 - e. The vast mineral wealth and industrial establishments of Great Britain.
 - f. The phosphates deposits of Alsace; German monopoly of potash.
3. **Advantages and disadvantages of position and location.**
 - a. Note the fact that Germany occupies a central place in Europe and that she has found it comparatively easy to shift men and materials from front to front. In this respect the allies have been at a disadvantage; communication across the Channel is easy, but the western powers have found it almost impossible to assist Russia or Serbia.

- b. Note the fact that England controls all the waterways that allow the central powers to communicate with the larger world: Suez Canal, Strait of Gibraltar, the Channel, the Orkney route.
- c. Note that after the Dardanelles and the Danish straits had been closed Russia had only two outlets, Archangel and Vladivostok; distance and climate are important in this case; today all the Russian outlets are sealed.

II. GERMANY BECOMES A WORLD POWER. 1864-1875.

1. The Unification of Germany.

a. The causes.

- (1) The hopelessly inefficient organization of the German Confederation: a union of princes, not of states.
- (2) The rivalry within the Confederation of Prussia and Austria, both claiming leadership. (It is important to note that the aspirations of Austria lay largely outside Germany.)
- (3) Bismarck; prime minister; most important man in Prussia; of tremendous force, unusual abilities and ruthless methods (blood and iron); opposed to democracy and popular control of government; ambitious to remodel the Confederation and secure the leadership for autocratic Prussia.

b. The means: the Prussian army; aggressive warfare.

- (1) 1864. The German states attack Denmark and deprive the Danes of Schleswig-Holstein.
- (2) 1866. Prussia and Austria quarrel over the spoils; the Seven Weeks' War; Prussia is victorious and annexes Schleswig-Holstein, also several German states—4,500,000 new subjects; organizes North German Confederation (1867).

Note: these wars secured for Prussia the important naval station Kiel and the future site of the Kiel Canal.

- (3) 1870-1871, July to January. The Franco-Prussian War; results:
 - (a) France loses her position as first power in Continental Europe; becomes a republic.
 - (b) The South German states join the North German Confederation to form the German Empire.
 - (c) In the treaty of Frankfurt the Germans take Alsace and Lorraine and exact an indemnity of \$1,000,000,000; the Rhine becomes a German river; the boundary is pushed to the Vosges.
 - (d) The problem of Alsace-Lorraine dates from this treaty; it is kept alive and vigorous by Prussian efforts at Germanization. Note the importance of the iron fields of Lorraine; interesting parallels may also be drawn between the plans of campaign of 1870 and 1914.

c. The result: the new German Empire.

- (1) The most populous state in Europe excepting Russia; highly centralized in government—organized for efficiency rather than to secure civil rights; had developed the most efficient educational system in Europe from this point of view.
- (2) Militaristic: had the most efficient army in Europe; the Germans had great faith in the Prussian army—it had been victorious in three wars and had brought territorial increase and indemnity.
- (3) Autocratic: Prussia controlled, and Prussia was ruled according to the ideas of Bismarck.
- (4) The first power on the Continent: on terms of friendship with Russia and Austria (league of the three Caesars, 1872-1878).

2. The government of Germany.

- a. Prussia controls; has 236 of 397 members in the Reichstag (lower house); is able to veto important measures in the Bundesrath (upper

house); king of Prussia is emperor. (The Prussian Landtag, legislature, is not a representative body; it is chosen and dominated largely by the Junkers and the wealthier classes; compare the British House of Commons.)

- b. Emperor controls foreign policy; executive officials responsible to the emperor; government not in any sense democratic; administration not responsible to the legislature.
 - c. Oppressive as well as autocratic; treatment of subject races (Frenchmen, Danes, Poles) unintelligent and brutal.
3. **Note:** the development of self-confidence, arrogance, and chauvinism among the Germans is due largely to military success, profits from war, and swift rise to power among nations.

Literature.

*Holt and Chilton, *History of Europe*, 74-116, 163-177.

*Hazen, *Government of Germany* (16 pp.).

**War Cyclopedia*; see under "Autocracy," "Alsace-Lorraine," "Bundesrath," "German Constitution," "German Empire," "Kaiserism," "Kiel Canal," "Reichstag," "Schleswig-Holstein."

Notestein and Stoll, *Conquest and Kultur* (Jan., 1918), 11-41.

Note: An asterisk (*) indicates required reading.

Map Study:—McKinley, *Collected Materials*, 92: growth of Prussia and Germany; on the opposite page note the fact that the German language area extends southeastward into Austria.

III. THE BALKAN PROBLEMS TAKE FORM, 1875-1887

1. **Important geographical facts**
 - a. Constantinople and the straits: gateway of the Black Sea.
 - b. Saloniki: most important port on the Aegean Sea; route from Saloniki northward along Vardar River.
 - c. Macedonia: most difficult problem in the peninsula, population a complex of mutually hostile races.
 - d. Albania: backward mountain country; Albanians a nation but incapable of self-government.
2. **Conflicting ambitions in the Balkans**

Turkey anxious to maintain her territorial integrity.
Russia planning for an outlet through the straits; this might make the control of Constantinople necessary; closing of the straits by Turks and Germans in 1914 made it impossible for Russia to hold her own in a long war.

Greece ambitious to annex Greek lands around the Aegean.
Bulgarians striving for national existence and independence.
Rumania, Serbia, and Montenegro eager for complete independence and enlargement of territories.
Austria hoping to annex Turkish territory to the Aegean: Bosnia, the Vardar valley, Saloniki.
3. **Revolutionary movements; the Russo-Turkish War**

1875. Revolt in the northwest (Herzegovina); the movement spreads.
1876. The Bulgars rebel; "Bulgarian atrocities."
1877-1878. Turks defeated in war with Russia.
1878. Treaty of San Stefano and the Congress of Berlin.
4. **Congress of Berlin (noted chiefly for failure and error; the present war dates from its sessions; its settlement was largely the work of Disraeli and Bismarck):**
 - a. Failed to put an end to the Turkish regime in Europe; made possible the present close connection between Turkey and Germany.
 - b. Failed to carry out fully the principles of nationality: gave independence to Serbia and Rumania but left millions of Serbs and Rumanians outside the boundaries of these states; did not satisfy the ambitions of the Greeks; divided the Bulgarian lands into three parts, leaving one part wholly under Turkish rule.
 - c. Gave the control of Bosnia and Herzegovina to Austria; an important Austrian advance toward the head of the Vardar valley.
 - d. Failed to deal with the Macedonian problem.
 - e. Note: (a) Serajevo is capital of Bosnia; (b) the "Saloniki front" was established largely to prevent Austria from reaching Saloniki.
 - f. Compare the territorial arrangements of the treaty of San Stefano with the settlement of the Congress of Berlin.
5. **The Triple Alliance and the Dual Entente grew out of the settlement at Berlin.**
 - a. Austria got two provinces without taking part in the war; Russia gained very little; Bismarck forced to choose between Austria and Russia chose to support Austria; Russia angry and humiliated; League of the Three Emperors dissolved.

- b. 1879, Austria and Germany form a Dual Alliance.
- c. France was encouraged (at Congress of Berlin) to seize Tunis; Italy looked on Tunis as her own future possession; disappointed she joined the Dual Alliance which now became the Triple Alliance, 1882.
- d. France seeks a friend and ally in Russia: Dual Entente finally formed, 1893.

6. Later developments in the Balkans

1881, Rumania a kingdom; 1882, Serbia a kingdom.

1885. The two Bulgarias united; 1887; Ferdinand prince of Bulgaria (later Tsar).

Literature.

*Holt and Chilton, *History of Europe*, 187-223, 246-254, 283-289.

Hazen, *Modern European History*, 395-396; 462-463; 540-555.

*War Cyclopedia; see under "Balkan Problems," "Bosnia-Herzegovina," "Bulgaria," "Congress of Berlin," "Constantinople," "Ferdinand I," "Macedonia," "Saloniki," "Serajevo," "Serbia," "Triple Alliance."

Map Study.

Holt and Chilton, 214: the settlement of 1878.

Collected Materials, 88: Balkan peninsula; note especially the river valleys; in mountainous countries these form the obvious routes and highways in times of war as well as of peace; note that the Morava and the Vardar valleys form an almost continuous route from the Austrian frontier to the Aegean Sea; at present an important railway runs southward through these valleys.

IV. ECONOMIC EXPANSION OF GERMANY: COLONIAL RIVALRIES

1. Industrial resources: cheap labor; a limited supply of coal and iron.
2. Industrial needs
 - a. Raw materials: cotton, silk, wool, rubber, copper, precious metals, minerals, woods, etc.
 - b. Markets at home and abroad.
 - c. Food supply: at maximum efficiency of agriculture Germany can provide food for 50,000,000; but Germany's industrial development has led to a decline in agriculture.
3. Industrial growth: tremendous development of manufacturing in Saxony and the Rhine country (note location of Essen); great activity in shipbuilding; steady growth of foreign commerce—almost trebled in 40 years.
4. Economic policy: Bismarck
 - a. Protective tariff, 1879: to stimulate manufacturing; to close German markets to foreigners.
 - b. Concessions to foreign traders in order to secure concessions (markets) in return.
 - c. State socialism to conserve labor: various forms of state insurance against unemployment, sickness, old age, etc; 1883-1889.
 - d. Colonial expansion: to secure raw materials, markets, and homes for surplus population. Bismarck was at first opposed to this policy; accepted it about 1883.
5. "The scramble for Africa," 1880-1890.
 - a. France crosses the Sahara from Algiers and Tunis and takes possession of the greater part of Sudan.
 - b. England works her way from the Cape northward nearly 2000 miles; occupies Egypt 1882; Cecil Rhodes plans Cape to Cairo Railway.
 - c. The king of Belgium organizes a state in the Congo valley (1885); this has since become a Belgian dependency.
 - d. Germany takes possession of Togoland, Kamerun, Southwest Africa (1884) and German East Africa (1885).
 - e. Outcome: Germany secured nearly 800,000 square miles of African territory but was not satisfied; note that most of these colonies are located near the Equator and therefore not suitable for settlement by Germans; the soil in Southwest Africa is not fertile. The plan: extensive possessions in the Tropics for exploitation; colonies in temperate regions for settlement.

Note: the Allies have seized all the German colonies in Africa and elsewhere.
6. Rivalry with England.
 - a. Commercial.
 - (1) English merchants at a disadvantage in Germany because of the high German tariff; English markets open to Germans; English irritated; parliament (1887) enacted that all German wares offered for sale in the British Isles should be marked "made in Germany."

(2) England owned half of all the tonnage on the seas; Germans built vigorously; but England built more than all the rest of the world. Germans irritated.

(3) German commerce gained steadily on that of England till 1909; since then English trade has advanced more rapidly.

b. Colonial: England has an empire of nearly 13,000,000 square miles, including India, Egypt, Australia, and much more; German writers have demanded that England share with Germany.

Note: England has applied the principle of colonial self-government more extensively and thoroughly than any other European country.

Literature

*Holt and Chilton, *History of Europe*, 264-279, 295-299, 317-340.

Hazen, *Modern European History*, 368-382, 403-408, 499-514.

**War Cyclopedia*; see under "Coal and Iron," "German Colonies," "German Southwest Africa," "Krupp."

**Conquest and Kultur*, 47-51, 71-74.

Map study

Collected Materials, 90; maps of coal and iron deposits; note the distribution of coal and iron fields in central Europe, particularly the iron regions of Belgium and Lorraine.

Holt and Chilton, 334: Africa; note the location of the German colonies with reference to the Equator; note also that Walfisch Bay and Zanzibar, the commercial outlets of German Southwest Africa and German East Africa respectively, are British possessions. (Germany in 1890 exchanged her claims to Zanzibar for Heligoland, see Holt and Chilton, 174, for location of Heligoland.)

V. THE RIVALRY OF ENGLAND AND GERMANY ON THE HIGH SEAS; THE ENTENTES.

1. 1871-1914; no war in Europe (except in the Balkans), but nearly all the great powers armed to the teeth; old hostilities alive underneath the armor: armed peace.
 - a. Militarism: to maintain huge standing armies, professedly for defense, actually for aggressive purposes. In 1914 Germany had the greatest, best equipped, and most efficient army in Europe; England alone of all the powers had no great military establishment.
 - b. "Navalism": Germany has charged England with "navalism," excessive development of her navy. England tries to maintain a "two-power standard:" a navy equal to any other two. The character of the British Empire is such that large and swift-sailing men-of-war alone can hold it together.
 - c. A navy is essentially a weapon for defense; militarism is far more dangerous than naval development; but a combination of militarism and "navalism" is the greatest menace to the world's peace.
 - d. The German army is an element of influence in the government; in England the military is held to be subordinate to the civil authority; the contrast is important.
2. The development of the German Navy.
 1897. Von Tirpitz becomes secretary of the navy; continues as such to 1916; policy: (1) to make the German navy so strong that it would be dangerous for any nation to attack it; (2) to develop a high seas fleet.
 1898. German Navy League formed; to develop sentiment for a great navy; 200,000 members in 1900. Naval power increased.
 1900. Further increase in German navy.
 1906. New navy law; rivalry with England grows more intense.
 1908. Navy law: four battle-ships to be built yearly.
 1912. Further increase in ships and men.

Note: a parallel development of the German merchant marine promoted by government subsidies.
3. Naval Policy of England
 - a. To maintain the two-power standard: 1904, Sir John Fisher appointed first sea lord; designs the first Dreadnought, ready for action, 1906.
 - b. To strengthen fleet in the home waters; this accomplished by series of understandings and agreements.
 - c. To secure a limitation of armaments: England proposed this in 1906, 1907, 1909, and 1912; Germany refused to discuss the proposals; England suggested a "naval holiday" for 1913; not acceptable to Germany.
 - d. English navy (ships built or in building), 1914, 545; German, 302.
4. The Ententes
 1900. England realizes failure of policy of "splendid isolation;" she has no allies and many enemies; no fleet in the North Sea; Germans building a powerful navy.
 1902. Alliance with Japan; English ships brought from the North Pacific to the North Sea.

1904. The **Entente Cordiale**: settlement of all disputes and questions between England and France; English ships transferred from the Mediterranean to home waters.

1907. Understanding with Russia: the **Triple Entente**. Europe now divided into two powerful camps, the **Triple Entente** and the **Triple Alliance**; latter the more definite and complete.

Understanding with Spain as to Morocco.

1913. Effort of Sir Edward Grey to reach an understanding with Germany; almost successful; Prince Lichnowsky, the German ambassador, favorable.

5. **The question of Morocco**: Germany twice challenged France in this region, her purpose being in part to test the strength of the **entente**; found it in "perfect working order."

1905. Kaiser visits Tangier; serious diplomatic crisis; agreement reached at Algeciras, 1906. Importance of the **entente cordiale**.

1911. A German war ship at Agadir; a warning to France; England again supports France; Germany forced to yield.

1912. Morocco becomes a French protectorate; note that Spain has a share of Morocco.

Literature

*Holt and Chilton, **History of Europe**, 299-316, 365-387, 456-474.

Hazen, **Modern European History**, 406-408.

***War Cyclopedia**; see under "Disarmament," "Dreadnaught," "German navy," "Militarism," "Navalism," "Navy," "Prussianism," "Triple Entente."

***Conquest and Kultur**, 41-46, 111-124.

Map study

Holt and Chilton, 334; Morocco, Agadir, Tangier. The student should also be able to locate the chief naval bases of England and Germany: Portland, Portsmouth, Dover, Chatham, the Orkneys (Kirkwall); Emden, Wilhelmshaven, Bremerhaven, Kiel.

VI. THE PAN-GERMAN MOVEMENT. SINCE 1890.

1. **The Pan-German League**
 - a. Founded 1890, reorganized 1893; membership about 50,000; closely associated with Navy League; influential with the imperial government; strongly supported and strongly opposed.
 - b. Aims.
 - (1) To make the German state coterminous with the German race; this would involve addition of several Austrian states, part of Switzerland, perhaps parts of Russia.
 - (2) To add related Teutonic peoples to the great German state: Holland, part of Belgium, the Scandinavian states.
 - (3) To extend the power of Germany throughout the world; to force England to surrender her best colonies.
 - (4) To assist Germans in other lands (United States, Brazil) to maintain *Deutschtum*: German speech, ideals, and mode of living. (The Pan-Germanists have always been hostile to the Monroe Doctrine.)
2. **The Bagdad Railway scheme**
 - a. The plan (first developed by Dr. Rohrbach about 1900): to build a railway from the Bosphorus by way of Bagdad to the Persian Gulf; to connect this with the railway system from Hamburg and Berlin to Constantinople; to build a branch line south through Syria and on toward Mecca and further.
 - b. Future possibilities of the plan.
 - (1) To develop Asiatic Turkey, especially the Mesopotamian plain.
 - (2) To divert a large part of the trade of eastern and southern Asia to this line (half of the world's population lives east of the Persian Gulf).
 - (3) To seize at some future time the Suez Canal and thus secure control of both short routes to the Orient.
 - (4) To connect the Syrian branch with the Cape to Cairo Railway and divert the trade of East Africa to German ports.
 - c. England spoiled the larger features of the plan by raising the Union Jack over Koweit, the proposed terminal on the Persian Gulf. (Koweit had asked for British protection before the Bagdad plan was completed.)
3. **The Mid-Europe scheme** (first fully developed by Naumann, 1915): this plan looks toward the formation of a great military and economic union of Germany, Austro-Hungary, and the Balkan states; the Bagdad Railway scheme fits closely in with the Mid-Europe plan.
4. **Pan-Germanism as a cause of war**
 - a. The Pan-Germanists realized that their plans could be carried out only through war and welcomed it.
 - b. Their constant agitation for colonial adventures disturbed the peace of the world; they helped to bring on the Morocco crisis.
 - c. They preached constant hostility to England as the great obstacle to the achievement of their plans.

Literature

*Holt and Chilton, *History of Europe*, 303-304, 531-535.

**War Cyclopedia*; "Berlin to Bagdad," "Drang nach Osten," "Mittel Europa," "Pan-Germanism," "Place in the sun."

**Conquest and Kultur*, 52-66, 75-110, 136-157.

*The President's Flag Day Address, 7-30 (including foot-notes).

Map Study: see *Collected Materials*, pp. 92-93; cf. maps on p. 90 and note that the Mid-Europe plan would give the proposed union control of great areas of mineral wealth and of the Danubian wheat belt.

VII. THE DECLINE OF RUSSIA

1. The Old Russia

a. Racial situation: 70 languages spoken; population about 70 percent Russian.

(1) The three Russias: Great Russia (central part), White Russia (west), Little Russia (southwest).

Note: Little Russia was in 1918 made into the Republic of Ukraine. The Ukrainians speak a dialect somewhat different from that of Great Russia.

(2) A rim of non-Russian peoples along the western border. Finns, Lithuanians (and Letts), Poles.

Note: these have all been surrendered by the Bolsheviki.

(3) To the east a variety of races, chiefly Turanian.

(4) Russification: since 1870 a determined effort has been made to drive the native languages of the non-Russians from public use (in churches, schools, theaters, administration, business) and compel the use of Russian.

Note: Russification was chiefly responsible for the doubtful attitude of the Poles in the present war and for the secession of Finland, 1917.

b. Autocratic and bureaucratic in government: country governed by a host of officials owing obedience to the Tsar only; no security of civil rights.

c. Medieval in social organization: nobles (highly privileged); official classes (privileged); mercantile class; peasants and laborers. The land was owned in part by the nobles, in part by peasants organized into communities; individual property in peasant land not general. Note: the promise of the Bolsheviki to distribute the land of the aristocrats among the peasants was an important factor in the success of their revolution, 1917.

d. Siberia: a vast region thinly populated; settled chiefly by Cossacks, convicts, political offenders, officials, emigrants, or by descendants of such. A broad belt of Russian population to Lake Baikal; a narrow strip from Lake Baikal to the Pacific along the Siberian Railway.

2. The New Russia

a. Revolutionary movements: last half century.

(1) Liberalism: dissatisfaction with autocracy and repression; demand for a constitution, civil rights, religious freedom, freedom of the press; the liberal movement was limited almost entirely to aristocrats and intellectuals.

(2) Nihilism: violent socialists assumed control of the liberal movement about 1875; revolutionary societies organized but hunted down by the police; Nihilists declare war on officialdom—assassination the chief weapon; Tsar Alexander II assassinated in 1881 (fourth attempt).

b. Industrial revolution; especially after 1890.

(1) Russia adopts the policy of state aid to industry chiefly by means of a protective tariff; foreign capital drawn in; loans made largely in France; great development of manufacturing; considerable building of railways: Siberian Railway, 1891-1902.

- (2) New demand for labor; peasants migrate to the factory towns; cities grow in size; dissatisfaction grows among labor. Proletariat and rich middle class grow together.
 - (3) Theories of socialism take root in the laboring class; Bolsheviki.
 - (4) Ideas of Tolstoi (poverty, communism, non-resistance) receive wide acceptance.
3. **An experiment in constitutional government; since 1906**
 1904-1905, war with Japan; unpopular; disastrous; revelations of dishonesty and inefficiency; position of autocracy shaken.
 1905, demand for constitutional rule; riots and massacres; strikes.
 1906, First Duma (legislature) meets; quarrels with government—finds the Tsar had deprived it of real power; dismissed; failure.
 Later meetings of the Duma also failures.
4. **Situation in Russia, 1914:** dissatisfaction to the point of revolt throughout Russia, especially among the socialists of the industrial centers; the land problem unsettled; the non-Russians in the west strenuously resisting Russification; international prestige of the empire shaken by the outcome of the Russo-Japanese war.

Literature

*Holt and Chilton, *History of Europe*, 241-246, 341-354, 363-364, 420-425.
 Hazen, *Modern European History*, 558-573, 580-582, 585-589.

**War Cyclopedia*, "Bolsheviki," "Finland," "Lenine," "Milyukov," "Nicholas II," "Pan-Slavism," "Poland," "Russia," "Slavs," "Ukraine."

Map Study: Collected Materials, 20; note that Russia is not abundantly supplied with coal and iron and that the loss of Finland and Ukraine would be a serious blow to Russian industry; note also that Ukraine covers a large part of the great Russian wheat belt.—The map on page 98 shows the territory surrendered by the Bolsheviki in the west and southwest; it should be observed that these regions were not given to Germany, but that Germans hope to organize and control them.

VIII. THE DISINTEGRATION OF TURKEY; THE BALKAN WARS. 1908-1913

1. The Turkish Revolution, 1908

- a. Character of Turkish rule: autocratic, arbitrary, inefficient, oppressive, bloody.
- b. The Young Turk movement: party professedly for a constitutional government, a humane administration, and liberal institutions of the western type; brought the army at Saloniki to its view; successful revolution; constitution proclaimed; Young Turks seized offices.
- c. Failure of the revolution: Young Turk leaders proved as inefficient and blood-thirsty as their predecessors; attempted Ottomanization.
- d. During the revolution (1908) Austria formally annexed Bosnia and Herzegovina, which she had been administering for Turkey, and Bulgaria declared herself wholly independent under a Tsar.

Note: this annexation was of tremendous importance, as the new Austrian subjects were largely Serbs; Serbia protested and mobilized but found no support.

2. The war between Italy and Turkey, 1911.

- a. Italy proceeded to conquer Tripoli, a Turkish dependency.
- b. To hasten the end of the war Italy attacked Turkey in the Aegean Sea and occupied twelve islands, including Rhodes.
- c. Turkey surrendered Tripoli to Italy; Italy promised to return the islands; has not done so—Italy and Turkey again at war.

3. The Balkan wars, 1912-1913.

- a. 1912, Bulgaria, Serbia, Greece, Montenegro form alliance against the Turks; Venizelos the chief spirit in the league. Allies demand reforms in Macedonia; Turks unwilling and begin to mobilize.
- b. October, 1912, the Balkan allies attack Turkey at four points; swift and furious fighting for six weeks; the Turk defeated at all points.
- c. May, 1913, treaty of London; dissatisfaction among the allies; Austria insists on an independent Albania—to shut Serbia from the sea.
- d. Second Balkan war: war for Macedonia; Bulgaria against her allies and Rumania; Bulgaria crushed.
- e. Treaty of Bucharest, August, 1913. Bulgaria was forced to return Adrianople to the Turks, to cede a strip of the Dobrudja to Rumania, and to leave the larger part of Macedonia to Greece and Serbia.

4. General results.

- a. The Triple Alliance was practically dissolved: Italy had attacked a friend of the Teutonic powers.
- b. Austria forced Europe two steps in the direction of war: (1) in 1908 when she formally annexed Bosnia and Herzegovina and angered Serbia; (2) when in 1913 she insisted on an independent Albania and thus prevented Serbia from securing an outlet on the Adriatic.
- c. Bulgaria became the mortal enemy of Serbia and naturally drifted into the Teutonic alliance in 1915.
- d. Only the Central Powers had shown any real interest in Turkey during the war; Russia was the ancient enemy, England and France were

friendly to Russia; consequently closer relations with Germany on the part of the Young Turks.

- e. The present war grew directly out of the Balkan wars: Austria had been balked by Serbia and Greece: Serbia lay squarely across the route to the Aegean; Greece had Saloniki.

Literature

*Holt and Chilton, *History of Europe*, 438-455, 477-503.

Hazen, *Modern European History*, 409-415, 555-557, 594-606.

War Cyclopedia; see under "Austria and Serbia, 1913," "Balkan Wars," "Enver Pasha," "Macedonia," "Saloniki," "Turkey," "Young Turks."

Map study.

A map showing the racial and linguistic situation on the Balkan peninsula will prove very enlightening; a comparison of such a map with the boundaries drawn by the treaty of Bucharest will to a large extent explain the attitude of the various Balkan states toward the Great War.

IX. THE EVE OF THE GREAT WAR. 1913-1914.

1. Conditions and problems.

- a. The balance of power was, in German opinion, seriously disturbed by the outcome in the Balkans: the friends of the Teutonic allies, Turkey and Bulgaria, had both been defeated.
- b. The feeling between Austria and Serbia was approaching the breaking point:
 - (1) Austria had twice blocked the plans of the Serbs: by the annexation of Bosnia, and by the creation of an independent Albania.
 - (2) Serbia had blocked Austrian plans of future annexations in the peninsula by extending her territories into Macedonia along the Vardar River.
 - (3) Serbians were supporting a strong Pan-Serbian movement in the Austrian provinces to the northwest.
 - (4) About the time of the treaty of Bucharest Austria was planning an attack on Serbia (August, 1913); see War Cyclopedia under "Austria and Serbia, 1913."
- c. The ancient rivalry and hostile feeling between Austria and Russia had become intensified as a result of the Balkan Wars.
- d. Relations between Russia and Germany were becoming strained:
 - (1) Germany had backed Austria in her Balkan ventures in 1908 (Bosnia) and 1913 (Albania); Russia was displeased.
 - (2) German officers headed by General Liman von Sanders were sent to Constantinople (1913) to reorganize the Turkish army; Russia protested against the appointment of von Sanders.
 - (3) The Germans feared that Russia would soon proceed against Turkey and that her own plans for operations in Asiatic Turkey might be upset.
- e. Relations between England and Germany were improving:
 - (1) Von Tirpitz appeared disposed to accept a naval ratio of ten to sixteen; rivalry passing.
 - (2) Sir Edward Grey and Prince Lichnowsky were negotiating an understanding with respect to the Bagdad Railway and German operations in the Portuguese possessions in Africa.
- f. A strong peace movement was active in America and parts of Europe.

2. Germany prepares for war.

- a. Constant and deliberate efforts made during the winter of 1913-1914 to stir up the war spirit in the German nation.
- b. Widening and deepening of the Kiel Canal being rushed to completion (it was finished July 1, 1914).
- c. By the military law of 1913 the German army was increased from 723,000 to 870,000 men.
- d. Plotting and intriguing going forward in the British possessions, particularly in South Africa and India.
- e. Industrial mobilization ordered early in June, 1914 (Sisson Documents).
- f. Unusual military manoeuvres ordered for August, 1914, in the Rhine lands; see *Collected Materials*, 35.

- g. German engineers completing a great system of strategic railways built from the Russian to the French and the Belgian frontier.
3. **Panic in Europe** after Germany decides to increase her army: France lengthens the term of service; Russia does the same; Belgium introduces universal service; powerful movement for preparedness in Sweden.
 4. **Murder of Archduke Francis Ferdinand** by Austrian subjects of Serbian nationality, members of a great Pan-Serbian organization.

Literature

*Holt and Chilton, **History of Europe**, 504-538.

Hazen, **Modern European History**, 416-426, 590-594.

***War Cyclopedia**: see under "Austria and Serbia, 1913," "Bernhardi," "Pan-Germans urge War," "Serajevo."

Collected Materials, 32-35.

***Conquest and Kultur**, 106-110, 125-131.

***Prince Lichnowsky, My Mission to London**.

X. THE OUTBREAK OF THE WAR.

1. A month of preparation, June 28—July 28.

June 28. Assassination of the Archduke at Serajevo.

July 1. Kiel Canal completed; Germany ready for war.

July 5. The Potsdam Conference. (At this conference which was attended by ambassadors, high officials, military chiefs, and industrial magnates the procedure against Serbia was probably determined upon and the European situation canvassed.)

July 21. Secret orders for German mobilization are said to have been sent out on this date; see *Collected Materials*, 38.

July 23. Austria sends her ultimatum to Serbia: Serbia ordered to put down the Pan-Serbian propaganda and to allow Austria to assist in the work; an answer demanded within 48 hours.

July 25. Serbia replies accepting eight of the ten Austrian demands; a ninth is accepted in principle, the participation of Austrian agents in the promised investigation of the antecedents of the crime at Serajevo is refused as being in violation of the constitution and laws of Serbia.

July 28. Austria declares war on Serbia, the Great War begins.

2. The efforts of Grey (England) and Sazonoff (Russia) to avert a general war.

(1) July 26. Grey proposes a conference of the ambassadors of France, Germany, and Italy with himself in London to discuss the Serbian question. Germany refuses. July 27.

(2) July 27. Von Jagow (Germany) suggests negotiations between Russia and Austria. Austria refuses.

(3) July 27. Sazonoff proposes "friendly conversations" with Austria; if these should fail he favors Grey's plan. No results. Austria declares war, July 28.

(4) July 29. The Tsar proposes a reference of the whole dispute to the Hague Tribunal. No results.

(5) July 29. Grey asks Austria to limit herself to the occupation of Belgrade and adjacent territory—to give time for meditation. No results.

(6) July 30. Sazonoff (Russia) agrees to stop military preparations if Austria will modify her ultimatum to Serbia. German ambassador replies that Austria cannot do so.

(7) July 31. Sazonoff promises to maintain a waiting attitude if Austria will stay her march and allow the powers to discuss her grievances. No reply.

(8) August 1. Austria announces that she is "ready to discuss her grievances against Serbia with the other powers."

(9) Germany had already sent her ultimatums to Russia and France; she declared war against Russia in the afternoon (August 1).

Note: It must be remembered that Russia had long maintained a sort of Monroe Doctrine among the Slavic peoples and that Serbia regarded Russia as her protector; an attack on the Serbs could not be a matter of indifference to Russia.

3. Why the Central Powers wanted war.

a. Austria: to cripple Serbia and promote her own ambitions in the Balkans.

b. Germany:

(1) To recover her position as first power in Europe which she felt she had lost.

(2) To break up the Triple Entente, or at least render it harmless.

(3) To promote the Pan-German plans in the Near East.

4. The plan: a swift march upon Paris while Austria kept the Russians occupied; the war was to be short, first victory over France, next the defeat of Russia. The plan failed for two chief reasons:

a. Belgium refused to participate in the crime against France; her refusal delayed the march upon Paris and the French were given time to prepare.

b. England entered the war in defense of Belgian neutrality.

Note with respect to Belgium:

(1) The neutrality of Belgium was guaranteed by the European powers including Prussia.

(2) A state must defend its independence or (if its neutrality is guaranteed) the guarantee becomes void.

5. The European situation, August, 1914: distinctly favorable to Germany.

a. The recent strengthening of the military forces in Belgium, France and Russia had not yet yielded effective results.

b. Revolutionary and disintegrating movements were gaining headway in Russia.

c. The socialists in France were in arms against the military law of the year before.

d. England was facing a civil war in Ireland and it was thought likely that she would have to deal with revolutionary movements in India and South Africa.

Literature.

*Holt and Chilton, *History of Europe*, 539-579.

Hazen, *Modern European History*, 608-618.

**War Cyclopedia*, "Albert I," "Belgium," "Bethmann-Hollweg," "Grey, Viscount," "Mobilization Controversy," "Potsdam Conference," "Sazonov," "Sazonov's Efforts to Maintain Peace," "War, Declaration of," "War, Responsibility for, in 1914."

* *Conquest and Kultur*, 131-135.

XI. "HOW THE WAR CAME TO AMERICA."

1. **The struggle to maintain our neutrality.**
 - a. President Wilson proclaimed America a neutral, August 4, 1914; appealed for neutrality in sentiment as well as in action; the act was generally approved by the nation.
 - b. Controversies with belligerent powers.
 - (1) With England: the British government set out to prevent the neutrals from trading in contraband goods with Germany; this involved searching ships as they entered or left the North Sea, interfering with mails, and disorganizing commercial plans; questions of what was contraband also came forward.
 - (2) With Germany: the Germans made war on mercantile shipping contrary to accepted principles of international law; they torpedoed our ships and murdered our citizens on the high seas; this led to protests and lengthy diplomatic discussions, as in the cases of the *Lusitania*, the *Sussex*, the *Arabic*, etc
 - (3) The American government and the larger part of the American public regarded our controversy with Germany as the more serious of the two: in the case of England property rights were involved; in the case of Germany the question was one of human lives.
2. **The development of anti-German sentiment.**
 - (1) Strong pro-German sentiment among certain classes of "hyphenated Americans" in the early months of the war; an active minority openly for the allies; mass of the population anxious to remain neutral.
 - (2) Slow but powerful growth of anti-German sentiment caused by:
 - (a) The outrages on the ocean, especially the sinking of the *Lusitania*.
 - (b) The violation of Belgian neutrality and more especially the atrocious treatment of patriotic Belgians.
 - (c) The barbarous methods of German warfare.
 - (d) The discovery that America was used as a haven for plotters against England in her overseas dominions.
 - (e) The discovery that Germany was making war upon us in our own country by the destruction of munition plants, stirring up labor troubles, etc.
3. **How America was forced to enter the war.**

April 18, 1916. Our government threatens to break diplomatic relations with Germany over the *Sussex* affair; Germany yields but breaks her pledge.

Dec. 18, 1916. President Wilson addresses the belligerents in the interest of peace; no results.

Jan. 22, 1917. President Wilson addresses the Senate on the subject of peace in Europe in the light of American ideals and principles; no results; Germany was planning more violent warfare.

Jan. 31. Germany informs America that submarine warfare in its most ruthless form will be resumed; that a million square miles of the ocean are closed to the world's trade.

Feb. 3. Ambassador von Bernstorff dismissed; diplomatic relations with Germany broken.

Feb. 28. The Zimmermann note is published through the associated Press.

March 12. Orders are issued to arm American merchant ships.

April 2. President Wilson urges the recognition of a state of war with Germany.

April 6. Declaration of war passed by the House and signed by the President.

Dec. 7. War declared against Austro-Hungary.

4. Why America entered the war.

- a. Because Germany continued in her violation of international law and the accepted rules of warfare.
- b. Because Germany was renewing her submarine warfare in a more ruthless form, resulting in the destruction of American ships and the loss of American lives.
- c. Because a Prussian victory would endanger the future peace of America and make a maintenance of the Monroe Doctrine extremely difficult.
- d. Because a victory for Prussian autocracy and militarism would endanger the future peace of the entire world.
- e. Because the war was taking on the form of a struggle between two principles: autocracy and democracy; to permit autocracy to win would be to repudiate our own history.

Literature.

*War Cyclopedia, "Ancona," "Arabic," "Atrocities," "Belgium" (several articles), "Bernstorff" (two articles), "Blacklist," "Blockade," "German Intrigue" (and other articles on Germany), "Hyphenated Americans," "Kaiserism," "Lusitania," "Mails, British Interference with," "Mercler, Cardinal," "Monroe Doctrine, German Attitude," "Neutrality," "Neutral Rights," "Peace Terms" (several articles), "Permanent Peace," "Submarine Warfare" (several articles), "United States" (several articles), "War Zone, German," "Why We Are at War" (two articles), "Zimmermann Note," etc.

*Collected Materials, 9-16 (President Wilson's War Addresses); 46-49 (German War Philosophy).

*How the War Came to America.

*The War Message and the Facts behind it.

Munro, Sellery, and Krey, German War Practices

Garner, Why we are at War with Germany.

Map Study: owing to the importance of the German submarine warfare as a factor in our entry into the war, it may be advisable at this point to point out the more obvious facts of the geography of this warfare: the submarine bases; the routes followed; the location of the more important sinkings; the sandbanks and shallow stretches in the North Sea, etc.

XII. AMERICA AND THE WAR.

1. War aims of America.
 - a. To restore peace to the world. (This can be accomplished only by the defeat of the powers that made the war.)
 - b. To secure the future peace of the world. (It should be recalled that German leaders are already discussing the advisability of provoking another great war; President Wilson hopes to prevent future warfare, to some extent at least, by a League of Nations to Preserve Peace.)
 - c. To ease the economic burdens of the world and to minimize the likelihood of future collisions by a reduction of armaments.
 - d. To promote the principle of nationality.
 - e. To give wider application to the principle of "consent of the governed."
 - f. To right the wrong done to France in 1871.
 - g. To restore and secure the freedom of the seas.
 - h. To liberate the peoples of Europe now held in subjection (Belgians, Serbs, and others) and to force restitution by the enemy.
2. War preparations of America.
 - a. Administrative: the reorganization of our governmental machinery; extension of the authority of the executive for war purposes.
 - b. Military: the creation of a huge army; the draft; the building of cantonments; the production of munitions and equipment; air craft; provision for the comforts and intellectual occupation of the soldiers.
 - c. Naval: expansion of the navy; the building of ships for the transportation of men and materials; the Shipping Board.
 - d. Economic.
 - (1) War taxation and liberty loans.
 - (2) Systematic production and conservation of food; the Food Administration; the farmer's share in the war.
 - (3) The conservation of fuel; the Fuel Administration.
 - (4) Federal control of transportation and of telegraph service.
 - (5) Legislation to promote peace and efficiency in the industries.
 - e. Moral: systematic dissemination of information as to the issues of the war and our duties and share in the conflict.
3. The achievements of America in the war.
 - a. The entry of America into the war restored the courage and confidence of our Allies after the demoralization and defection of Russia.
 - b. America has succeeded in defining the aims and objects of the Allies more sharply than they have been hitherto stated.
 - c. America has sent an immense army to France which has rendered notable service at many points and in many important movements.
 - d. The American navy has assisted in reducing the danger from the activities of the German submarine.
 - e. America has lent vast sums and shipped immense quantities of food to our Allies.
 - f. America has proved that a democracy can strike as swiftly, as vigorously, and as effectively as an autocracy.

Literature.

***War Cyclopeda**, "Aim of United States," "Alien Enemies" (two articles), "America" (several articles), "Cantonments" (two articles), "Committee on Public Information," "Council of National Defense," "Draft," "Espionage Act," "Food Control Act, Enforcement," "Food," (various articles), "Four Minute Men," "League to Enforce Peace," "Navy," "New Navy," "President," (two articles), "Red Cross" (several articles), "Ship Corporation," etc.

***Collected Materials**, 20-25 (President Wilson's Addresses).

Map Study: there are several possibilities in this week's work.

- a. The student should become acquainted with the location of the various centers (cantonments, etc) for the training of the army.
- b. The student should learn the geography of the Western Front, especially the location of the American units.
- c. The student should learn where in other parts of the world our men are at work: Archangel, Italy, Siberia, etc.